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ABSTRACT

Evaluation for a one-year period (1976-77) was conducted of the St. Charles Parish Schools (Louisiana) adaptation of the Experience Based Career Education (EBCE) prototype developed by Research for Better Schools, Inc. The EBCE program provided secondary school students with cognitive skills, career experiences, and personal perspectives which aid in selection and pursuit of adult life goals. Three components used to achieve program goals were career guidance, career development, and the academic resource center. One experimental and one control group was randomly selected, considering demographic, aspirational, and achievement characteristics. Four instruments were administered on a pre-posttest basis to measure student performance in the areas of career skills, life skills, and basic skills. Third-party evaluation results included the following: (1) In career maturity there was no evidence of significant development when the performance of the experimental and control groups was compared. These results do not support program effectiveness in the career knowledge or career maturity program components. (2) Data analysis showed some support for development in attitudes toward learning environment and in self-concept. (3) Hypotheses about growth within the experimental group in the basic skills area were proven. (Appendixes contain project materials and the third-party evaluation report.) (TA)

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INTERIM REPORT

Project No. 502 AH 60047

Grant No. G61-76-00969 (502)

9/27/76 - 9/26/77

An Experience Based Career Education Model

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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November 1977

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SUMMARY OF REPORT

(a) Time Period Covered by Report:

September 27, 1976 through September 26, 1977

(b) Goals and Objectives

The project goal is to increase the relevance of schools to the world of work. Global objectives are:

- to provide a cognitive and affective information base for students including life role and job-related skills
- to develop decision-making skills of students
- to increase academic proficiency in English and mathematics

Process Objectives:

1. To prepare a work flow chart and activity checklist
2. To establish a cooperative school-community relationship
3. To publicize program to students, teachers and community
4. To develop approaches through the ARC element to increase academic proficiency of students in English and mathematics
5. To provide a broad information base about cognitive and affective dimensions of careers
6. To develop methods for increasing decision-making skills of students
7. To recruit students and identify other resources required for successful implementation of the program elements
8. To develop and initiate instructional activities integrating experiential learning and/or career development and provide support for student learning activities in the community
9. To supervise the operation and continuing development of the components in each major element--Career Development, Life Skills and ARC
10. To establish scheduled group guidance sessions to work with decision-making skills
11. At the conclusion of the project, at least 90 per cent of the parents of participating students will express a positive attitude toward the EBCE program and school system

12. At the conclusion of the project year, at least 75 per cent of the employer participants in the program will express endorsement of the EBCE project and its concept

13. At the conclusion of the project year, at least 90 per cent of the faculty in the participating school will express a positive attitude toward the EBCE program

14. To establish a procedure and concurrent monitoring process to remove all traces of sex bias and role stereotyping from data gathering instruments, instructional materials and work assignments and experience

15. To establish procedures for assigning participating students to the resource community

Product Objectives:

1. Experimental (E) students will acquire increased mastery in career knowledge

2. Experimental students will acquire significantly greater mastery in career knowledge than control (C) students in a traditional high school

3. Experimental students will acquire increased maturity in career planning

4. Experimental students will acquire significantly greater maturity in career planning than control students in a traditional high school

5. Experimental students will exhibit growth in positive attitudes toward self

6. Experimental students will develop significantly more positive attitudes toward self than control students in a traditional high school

7. Experimental students will acquire growth in positive attitudes toward school and this program

8. Experimental students will develop significantly more positive attitudes toward school and this program than control students in a traditional high school

9. Experimental students will satisfactorily achieve in the basic academic skills of reading and mathematics

10. Experimental students will acquire mastery in the basic academic skills of at least as high a level as control students in a traditional high school

(d) Results: Accomplishments

The St. Charles Parish Schools initiated an experience-based career education program in September of 1976. The staff spent the Fall semester recruiting sites and preparing curriculum and counseling materials. Forty students were selected by lottery to begin student experiences in January, 1977.

The EBCE program had three components: career development, career guidance, and the academic resource center. The career development component provided access for students to adults in their working environment. Cooperative relationships with area business and industry were worked out to provide on-site experiences for students. The career development component had two phases--exploration and specialization. Exploration utilized mini-courses at community sites. They included individual and group activities developed by school and community resource people. These experiences provided an orientation to and awareness of a range of careers available within a cluster.

The second phase of the career development component was specialization. Specialization experiences were selected and designed by the student with assistance from the project staff. He negotiated a specific learning contract for the project with community participants. A contract may vary in length from a few weeks to an entire school year.

Career guidance utilized group guidance activities to develop decision-making skills, values clarification, and skills in organizing information. The guidance counselor worked with participants to facilitate entry into a job or further education or training. This placement and follow-up was an integral part of the component.

The academic resource center (ARC) provided for individualized instruction in mathematics and English correlated with experiential learning experiences

in the community. The ARC teachers were chosen for their ability to use the individualized instruction mode.

St. Charles Parish plans a staggered implementation over the three year period which permits the program to be installed, field tested, revised and stabilized. The program began with one high school (Destrehan) and a minimum of 40 students.

The second year of operation expanded the program to a second high school (Hahnville) and enrolled sixty students. The program at Destrehan was expanded to 120 students. The third year will entail enrolling a minimum of 240 students.

This staggered implementation affords gradual and realistic development of the economic community as a resource for student learning.

The basic phases are installation, evaluation and revision, and stabilization. Installation involves initiation of the program to establish essential community school linkages, develop activities, and test effectiveness.

The second phase, evaluation and revision, allows the staff to gather formative and summative data to revise and refine programmatic content.

The third phase, stabilization, allows the staff to maintain and expand a field-tested and revised program.

Feedback from students involved in the program revealed that they were enthusiastic about their involvement on job sites. Many indicated that they liked the individualized instructional approach used in the mathematics and English classes. Several students indicated that the EBCE program was the only thing keeping them in school. Evidence of their responses is documented in the external evaluation report in Appendix E.

(e) Evaluation

Fifteen process objectives were identified at the beginning of the program. Positive progress was made in the completion of processes necessary for a successful program. The responses to the inventory used in connection with Objectives 11, 12, and 13 were most favorable. Eighteen teachers, twenty-one site coordinators and nineteen parents responded.

Of the site coordinators, forty-three per cent of their responses strongly agreed and thirty-nine per cent expressed agreement. The parents responded strongly agreed 212 times for forty-seven per cent and forty-one per cent agreements.

The teachers expressed only a thirty-two per cent level of strongly agree responses but a forty-seven per cent agree response. The presentation of the data as it relates to possible responses is probably not as dynamic as other methods of presentation. It does, however, adjust the data for the small sampling and, in this instance, suggests acceptance of the stimulus statements.

One experimental and one control group was selected from the common pool of applicants for participation in the program by random selection. The composition of these student groups was analyzed with regard to a series of demographic, aspirational and achievement characteristics. Sixty-five per cent of the students were in the tenth grade and thirty-five per cent in the eleventh grade. Sixty per cent of the participants were females and a corresponding percentage were white.

The two most popular reasons for applying for participation were to "receive counseling about what to do after finishing high school" and to "find out about careers".

Students depicted most parents as having some high school training or a high school diploma. The majority of fathers were skilled or semi-skilled

workers. The largest group of mothers were in the homemaker category. Most students plan to graduate from high school, and most anticipated full-time employment (40%) and attendance at a four year college (23%). The occupational plans of the students varied. In general, occupational plans exceeded the ambitions realized by their parents.

Performance in academics is somewhat below the desirable levels as expressed by national norms. Guidance counselor reported that the achievement level of the control group was not only below national norms but was also below the norm of the control group.

A series of instruments on a pretest - posttest schedule were administered in order to measure student performance. The instruments were as follows:

1. Self-Directed Interest Inventory (SDII)
2. Student Attitude Survey (SAS)
3. SRA Assessment Survey (SRA)
4. Career Maturity Inventroy (CMI)

An additional instrument, the Student Demographic Data Questionnaire (SDQ) was given once.

The instruments provided student performance scores related to the three areas of program emphasis: Career Skills, Life Skills, and Basic Skills. Within each of these areas, hypotheses were constructed regarding growth over the project period - January 20/May 18 - within the experimental groups and comparative performance levels at the end of the year between the experimental and control groups.

Within each major area of intended program effect, there were two categories of hypotheses. One treated gains within the experimental group and the other was concerned with the performance of the experimental group relative to the control group.

The EBCE program hypothesized student effects in the areas of Career Skills, Life Skills and Basic Skills. Altogether, ten hypotheses were tested using

the test data obtained from the above mentioned instruments.

In Career Maturity there was no evidence of significant development when the performance of the experimental group was compared to the control group.

The Life Skills area was represented by hypothesized development in attitudes toward learning environments and in self-concept. The analysis of covariance provided some support in this area. "Others concept" appears to be positively influenced by participation in the EBCE program.

The Basic Skills area was tested using portions of a standardized achievement battery. Again, growth within the experimental groups and comparative experimental-control development were hypothesized. The hypotheses were proven since the control group exceeded the experimental group in pre and post tests.

(f) Conclusions and Recommendations

The EBCE program offers a viable alternative for secondary students. It is the opinion of the project director that 60 to 120 students are too many for one resource coordinator to handle. Eventually provisions must be made for additional resource coordinators.

Efforts must be directed toward coordinating the programs in two different high schools in order to maintain uniformity of records, testing and data reporting, and evaluation.

Exposure of the students in the first year was for approximately one semester which is too brief to make sound decisions as to program effectiveness. Even so, the students did exhibit more positive attitudes.

BODY OF THE REPORT

(a) Accomplishments during the Project Period (9/27/76 through 9/26/77)

(i) Problem Area. The St. Charles Parish Public School System has completed the first year of an Experience-Based Career Education Project. The LEA adopted the model developed by the Research for Better Schools (RBS) of Philadelphia, Pennsylvania. Funds were secured under Section 142(c) of Part D of the Vocational Act of 1963 as amended, 20 U.S.C. 1302(c).

Statement of Need. Although wages, salaries, and personal income are at an all-time high, unemployment hovers at an untenable level and is a problem of national concern. Persons in the 14-19 age group and the 20-24 age group rank first and second in rate of unemployment.

Several observers have penned thought-provoking articles dealing with this national problem. The consensus is that the schools must do a more effective job in preparing students for a meaningful and satisfying place in the world of work. Many youngsters fail to see the significance of an occupation and have little comprehension of what one must learn to pursue it. A redirection of the entire educational system to prepare the student emotionally and psychologically for the world of work is advocated by some.

Technological changes have decreased the need for agricultural and unskilled workers; at the same time it has sparked a spectacular demand for professional and technical workers. Jobs requiring little skill are disappearing rapidly and automation takes an increasing toll in this sector. All of these factors emphasize the need for sophisticated planning in education to meet the demands of social and economic changes.

On the state level, Louisiana schools lose 45 of every 100 students before they complete high school. Only 13% graduate from college, stressing

the overriding need for providing viable educational alternatives for the 87% of Louisiana's youth who do not earn college degrees.

Former State Superintendent of Education, Louis Michot, stressed the necessity of instituting a complete plan of career education for elementary and secondary schools and community colleges.

On the local level, St. Charles Parish has the second highest unemployment rate for youth (ages 18-21) in the state, currently standing at 16.8%. Local petrochemical and agrichemical plant personnel cite a lack of reading and computational skills as the reason why many local youth are unemployable.

Students have perceived that they lack information about careers by giving this item a high priority rating on a recent survey. In addition, they saw a need for guidance assistance in making decisions. They also express a lack of academic proficiencies and request a remedial program to provide these.

These facts serve to highlight the need for an educational alternative for the secondary students in our system. The alternative must be one that provides them with intensive guidance, career information and experiences, and improved reading and computational skills. It is indeed a propitious time to implement an exemplary program such as the experience-based career education model.

Needs Summarization. The St. Charles Parish Schools have identified the greatest need as the effective transition from education to work. This is supported by data which was previously introduced and consists of the following reiterated support elements:

- Only 20% of the labor force in the 1980's will require a college degree.
- Only 55% of Louisiana's youth finish high school and 13% finish college. We must provide for the needs of the 87% who do not go to college.
- The unemployment rate for youth (18 to 21) in St. Charles Parish is 16.6%, the second highest in the state indicating that they lack employability skills.
- The LOTIS Manpower survey shows that in our area the labor demands exceed the supply in the majority of categories, thus pointing up a need to help students become aware of those jobs and their requirements.
- Students perceive that they lack adequate information about careers, that they need guidance assistance in making decisions and that they lack academic proficiency.
- Standardized tests confirm student perception of academic proficiency.
- Parents strongly second students' perceptions of their needs.

(ii) Goals and Objectives.

The global goal of the project is to increase the relevance of school experiences to the world of work. Three (3) global objectives which follow are derived from this goal:

- to provide a cognitive and affective information base for students including life role and job-related skills
- to develop decision-making skills of students
- to increase academic proficiency in English and mathematics

Specific behavioral objectives, process and product, were developed from the global objectives above.

Process Objectives. Process objectives are related to three (3) areas: (1) program planning, (2) program implementation, and (3) freedom from sex bias and role stereotyping.

Program Planning

1. To prepare a work flow chart and an activity checklist.
2. To establish a cooperative school-community relationship.
3. To publicize program to students, teachers and community.
4. To develop approaches in terms of the ARC element to increase academic proficiency of students in English and mathematics. (The ARC approach will parallel the RBS model.)
5. To develop avenues for providing a broad information base about the cognitive and affective dimensions of careers to students.
6. To develop methods for increasing decision-making skills of students

Program Implementation

1. To recruit students and to identify the other resources required for the successful implementation of the program elements.
2. To develop and initiate instructional activities which integrate experiential learning and/or career development and provide support for student learning activities in the community.

3. To supervise the operation and continuing development of the components in each major element--Career Development, Life Skills and ARC.

4. To establish scheduled group guidance sessions to work with decision-making skills.

5. At the conclusion of the project, at least 90 per cent of the parents of participating students will express a positive attitude toward the EBCE program and school system.

6. At the conclusion of the project year, at least 75 per cent of the employer participants in the program will express endorsement of the EBCE project and its concept.

7. At the conclusion of the project year, at least 90 per cent of the faculty in the participating school(s) will express a positive attitude toward the EBCE program.

Freedom From Sex Bias

1. To establish a procedure and concurrent monitoring process in an effort to remove all traces of sex bias and role stereotyping from data gathering instruments, instructional materials and work assignments and experiences.

2. To establish a procedure for assigning participating students to the resource community.

Product Objectives. Product objectives reflect three (3) areas: (1) Career development, (2) Career guidance and (3) Academic or basic skills.

Career Development (Career Skills)

1. Experimental (E) students will acquire increased mastery in career knowledge.

2. Experimental students will acquire significantly greater mastery in career knowledge than control (C) students in a traditional high school.

3. Experimental students will acquire increased maturity in career planning.

4. Experimental students will acquire significantly greater maturity in career planning than control students in a traditional high school.

Career Guidance (Life Skills)

1. Experimental students will exhibit growth in positive attitudes toward self.

2. Experimental students will develop significantly more positive attitudes toward self than control students in a traditional high school.

3. Experimental students will acquire growth in positive attitudes toward school and this program.

4. Experimental students will develop significantly more positive attitudes toward school and this program than control students in a traditional high school.

Academic Resource Center (Basic Skills)

1. Experimental students will satisfactorily achieve in the basic academic skills of reading and mathematics.

2. Experimental students will acquire mastery in the basic academic skills of at least as high a level as control students in a traditional high school.

(iii) Summarization of Results and Accomplishments.

This section presents findings of the third party evaluator from the 1976-77 Experience-Based Career Education Program and briefly summarizes the report content.

One experimental and one control group was selected through random selection from the common pool of applicants for participation in the program. The composition of these student groups was analyzed with regard to a series of demographic, aspirational and achievement characteristics. Approximately sixty-five per cent of the students were in the tenth grade and thirty-five per cent in the eleventh grade. Sixty per cent of the participants were females and a corresponding percentage were white.

The two most popular reasons for applying for participation in the EBCE Program were to "receive counseling about what to do after finishing high school" and to "find out about careers".

Students depicted most parents as having some high school training or a high school diploma. The majority of fathers were indicated to be skilled or semi-skilled workers. The largest group of mothers were in the homemaker category. Regarding the students themselves, most plan to graduate from high school. After that, most anticipated full-time employment (40%) and attendance at a four year college (23%). The occupational plans of the students were quite varied. In general, the occupational plans indicated by students exceeded the ambitions reportedly realized by their parents.

In terms of academic achievement, as measured by standardized tests of skills, performance is somewhat below the desirable levels as they are expressed by national norms. The counselor reported that the experimental group, chosen by lottery, were academically below the average control group. Since this was the result of the lottery no attempt was made to alter the membership of the experimental group.

In the analyses of student effects, a series of instruments on a pretest-posttest schedule were administered in order to measure student performance. The instruments were as follows:

1. Self-Directed Interest Inventory (SDII)
2. Student Attitude Survey (SAS)
3. SRA Assessment Survey (SRA)
4. Career Maturity Inventory (CMI)

An additional instrument, the Student Demographic Data Questionnaire (SDQ) was given once to gather demographic background and personal planning information.

The instruments provided student performance scores related to the three areas of program emphasis: Career Skills, Life Skills and Basic Skills. Within each of these areas, hypotheses were constructed regarding growth over the project period - January 20/May 18 - within the experimental groups and comparative performance levels at the end of the year between the experimental and control groups. The hypotheses were as follows:

Career Development (Career Skills)

1. Experimental (E) students will acquire increased mastery in career knowledge.

2. Experimental students will acquire significantly greater mastery in career knowledge than control (C) students in a traditional high school.

3. Experimental students will acquire increased maturity in career planning.

4. Experimental students will acquire significantly greater maturity in career planning than control students in a traditional high school.

Career Guidance (Life Skills)

1. Experimental students will exhibit growth in positive attitudes toward self.

2. Experimental students will develop significantly more positive attitudes toward self than control students in a traditional high school.

3. Experimental students will acquire growth in positive attitudes toward school and this program.

4. Experimental students will develop significantly more positive attitudes toward school and this program than control students in a traditional high school.

Academic Resource Center (Basic Skills)

1. Experimental students will satisfactorily achieve in the basic academic skills of reading and mathematics.

2. Experimental students will acquire mastery in the basic academic skills of at least as high a level as control students in a traditional high school.

Within each major area of intended program effect, there were two categories of hypotheses. One treated gains within the experimental group and the other was concerned with the performance of the experimental group relative to the control group.

The EBCE program hypothesized student effects in the areas of Career Skills, Life Skills and Basic Skills. Altogether, ten hypotheses were tested using the test data obtained from the instruments mentioned on another page.

In Career Maturity there was no evidence of significant development when the performance of the experimental group was compared to the control group. These results do not support program effectiveness in the career knowledge or career maturity components of the program.

The Life Skills area was represented by hypothesized development in attitudes toward learning environments and in self-concept. The analysis of covariance provided some support in this area. "Others concept" appears to be positively influenced by participation in the EBCE program.

The Basic Skills area was tested using portions of a standardized achievement battery. Again, growth within the experimental groups and comparative experimental-control development were hypothesized. The hypotheses were proven. A review of the means indicates that on both the pre and post tests the control group exceeded the experimental group.

Before presenting major events an overview of the program and implementation strategies are presented.

Overview of the Program. The Experience-Based Career Education Program will have three instructional components. Career Development, Career Guidance and an Academic Resource Center. The first will occur at resource sites in the community and the latter two will be furnished at all high schools. The experience-based program will thus be integrated into the regular school offerings of the St. Charles School System.

Each of the instructional components is described below.

The CAREER DEVELOPMENT component of the EBCE program will provide for the improvement of student career development through experiential learning activities throughout the community. The implementation of this component will result in the establishment of a cooperative school-community relationship to identify and recruit resources for these activities, to develop specific instructional programs for students, and to supervise the operation and continuing development of these programs. Access to adults in their normal working environment is an underlying principle upon which these activities are structured.

The CAREER DEVELOPMENT component includes two types of instructional activities: EXPLORATION and SPECIALIZATION. The implementation of the component requires the identification and development of appropriate and accessible learning activities for both.

EXPLORATION is designed to promote career awareness and a general understanding of work environments and the economic system. EXPLORATION is a series of mini-courses held at community resource sites. Each mini-course is organized around related career areas (e.g., Health or Manufacturing).

The schema used to cluster these related career areas is the U.S.O.E. Clusters. These mini-courses include both group and individual activities for students. The scope of a particular series will reflect resources in the community. Each mini-course in career exploration is developed jointly by school and community resource staff. The series as a whole provides for student awareness of as broad a range of available career opportunities as possible.

All students in the EBCE program are required to take EXPLORATION courses. EXPLORATION is a continuing activity for students, scheduled periodically through at least the student's first year in the program.

SPECIALIZATION is a program of independent study projects developed and organized by students, particularly to further their preparation for a specific career area.

To ensure that students have an individualized learning plan into which they have furnished input, they select an exploration activity area and work with project staff in designing individual specialization activities and contracts. In addition, a participant provides input for an individual learning package in the ARC and preparation for a specific career area. Using information about available community resources, the student and project staff draft preliminary outlines and identify people and facilities in the community with whom the student will work on the project. The student must then negotiate a specific learning contract for the project with the community participants. Projects may involve academic research or social service, as well as the development of specific career skills, and may vary in length from a few weeks to a full school year.

In all cases, instruction and facilities for EXPLORATION and SPECIALIZATION are provided by community participants with the supervision of school staff. Since these activities are designed as student learning experiences,

students are not paid for their participation. Students travel to resource sites within the community for EXPLORATION and SPECIALIZATION, and schedule 5 to 6 hours per week of CAREER DEVELOPMENT throughout the year.

The Resource Coordinators work with resource site liaison people in the participating business and industries to provide ample orientation to the necessity of safeguarding the activities of participating students.

The CAREER GUIDANCE component provides for the improvement of student career development through a program of group guidance instruction. The implementation of this component results in the establishment of scheduled guidance groups working with a decision-making skills curriculum.

The CAREER GUIDANCE component assists students in acquiring the knowledge and skills needed to assess and relate their experiences in and outside the school to their own career development. The guidance group is both an instructional setting in which to learn and apply these decision-making skills and a forum in which students can share information about community learning experiences and can deal with problems in learning to use community resources effectively. The Career Clarification curriculum teaches students procedures for self-assessment, organizing information, planning, values clarification, and decision-making in the context of basic problems the students encounter in the program (e.g., designing and scheduling projects to acquire specific career skills). and in terms of issues they will be learning about through their experiences in the community (e.g., adult perceptions of youth, effective dimensions of work).

Students will participate in career guidance activities two periods a week. To permit maximum opportunity for student integration of experiences in the program, these sessions will be scheduled the day before and after Career Development Unit activities.

The guidance counselors are charged with a responsibility to facilitate student entry into the next level of education and/or training. The school system endorses the goal of providing academic and/or vocational placement of participating students. Preliminary links have been established with Comprehensive Employment Training Act (CETA) personnel and employment agencies to enlist support for placing students in jobs.

The ACADEMIC RESOURCE CENTER (ARC) provides for the improvement of student career development through a program of individualized instruction in English and mathematics emphasizing student self-direction and performance criteria. The Center uses an instructional management system that is based on performance objectives and available curriculum materials, and which is responsive to graduation requirements, student interests, scheduling needs, and teacher adaptation and extension to additional subject areas. The implementation of the ARC is also intended to initiate development by school staff of instructional activities for the Center which integrate experiential learning and/or career development and which provide support for student learning activities in the community.

The two high schools in St. Charles Parish will participate in the experience-based career education program. They will share the Career Development Unit. Students from high schools will be assigned to career exploration clusters on the basis of interest rather than on a geographical criterion or the sending school.

Each high school will provide its own career guidance and academic resource center. Diagrammatically, this sharing of resources is presented below.

Strategy for Implementation. The strategy for implementation represents a staggered implementation which will permit the program to be installed,

field-tested and revised, and stabilized. The strategy presented is a three year phase-in of the program.

The program started with one high school (Destrehan) and a limited number (40) of students participating in all components of the program; in the first year the student began at the onset of the second semester. The delay until that date allowed the district to develop an adequate number of community based exploration programs for student use by February.

The second year it was projected that the LEA would extend the program to a second high school (Hahnville) and enlarge the students capacity of the program to 140. In actuality this student total was extended as 180 students were enrolled.

The third year will enlarge the student capacity of the program to 240. Both high schools will participate fully in the program.

The understanding and support of the EBCE program by all school faculty and staff was viewed as essential to the success of the program. Orientation to the program, its rationale and relationship to the regular school program was provided as part of faculty study sessions (half-day per month). Periodic dissemination reports were provided to the faculty during the course of the project.

The recruitment and selection of students was crucial. Program information was disseminated to students in grades 10 and 11 in large group sessions initially and in small group follow up sessions. The advantages and disadvantages were clearly delineated to students and brochures were available for parents. The application procedure included the following steps:

1. Submit application for enrollment in program.
2. Parental consent secured for students under age 18.

3. Parental consent (if student is under 18) or student consent to be evaluated.

4. A pre-test battery is required. Test scores are not used for selection, but for overall evaluation purposes.

The recruitment process established a pool of eligible students. This pool, as a cross-section, contained students with socioeconomic/ academic and other handicaps. Student selection was conducted on a lottery basis. The third party evaluator used a random selection procedure to select students for the program.

All students in grades 10 and 11 were eligible to apply and the combination of recruitment procedures with the lottery system guaranteed a true cross section of students. These methods ensured that the cross section as such contained youths with socioeconomic, academic or other handicaps. In fact, the counselor reported that the lottery resulted in an experimental group that was academically below the control group.

Activities (First Quarter)

(b) Major Activities and Events

(1) Selection of Staff

One of the first activities completed was the selection of staff members. Advertisements about the positions were placed in the classified sections of the area newspapers; applications were taken at the St. Charles Parish School Board Office for two weeks and interviews scheduled.

Billy L. Cooper who has a Ph.D. in Guidance was selected as Project Manager and Ms. Diane Smith who has an M.Ed. in Counseling and Guidance was selected as Resource Coordinator. They were employed October 18,1976.

Criteria used in the selection of instructors for the English and math classes of the Academic Resource Center were:

A. Presently teaching on the Destrehan faculty;
B. Certification in the area of application;
C. Experience in using the individualized learning approach to education;
D. Class management abilities as measured by discipline, problems, referrals, etc.

The positions were offered to teachers in the English and math department of Destrehan High School. Those selected were:

Math - Mrs. Melva Guillory
B.S. Math-Secondary Ed.

English - Ms. Linda Walker
B.A. English, Speech
M.Ed. Guidance and Counseling

These faculty members were employed half-time beginning October 15, 1976.

Ms. Linda Walker was selected to be counselor in the EBCE Program. She is serving half-time as English Instructor and half-time as Guidance Counselor.

The position of clerical aide was filled by Mrs. Elizabeth Jackson.

(2) Orientation of Staff

An orientation to the program was held consisting of meetings with the Project Director, Dr. Houston Jenks, meetings with the Destrehan High School principal, Frank Caliri, and staff meetings. Review of the proposal and familiarization with the timelines were carried out. The staff began setting their goals and objectives for implementation of the project.

(3) Staff Training

Staff training consisted of three phases:

A. Career Development-October 26, 1976 to October 28, 1976.
B. Group Guidance-November 3, 1976
C. Academic Resource Center-November 16, 1976 to November 18,1976.

A description of inservice training sessions will be presented under Staff Development.

(4) Resource Site Development

The process of developing resource sites was as follows: (1) identifying possible sites; (2) involving local personnel in reviewing sites; (3) contacting business and community leaders; (4) making site analysis visits; and (5) developing resource sites.

The Superintendent of the St. Charles Parish Schools invited twenty-one business, industry, and community leaders to a luncheon on December 8, 1976, where the project was introduced and cooperation requested. Of the fourteen who attended, ten had already been included in the resource sites available for students at the opening of the program, and three were in the process of being developed for involvement.

(5) Orientation of School Faculty

Faculty orientation had three components. The first was the preparation of and handing out a teacher brochure which explained the program, identified the objectives, and described the recruiting and selecting

processes of the participants. The second component was an audio-visual presentation of the program to the teachers in a faculty studies meeting. This was followed by an overview of the program. The third component was a departmental meeting with the teachers where questions about the program were answered.

(6) Student Recruitment and Selection

The student recruitment and selection process began with the preparation of pupil brochures for dissemination. The first contact with the students was made during a meeting of all tenth and eleventh grade students where an overview was presented. The second contact came in the classroom presentation in which the three components of the program, Career Development, Group Guidance, and the Academic Resource Center, were explained and questions about the program were answered.

On December 14, 1976, at 10:00 A.M., the third party evaluator conducted the drawing of forty-four names of tenth and eleventh grade students to be participants in the program. Twenty other students were chosen as alternates in the program. Each student was personally contacted and advised of his selection as an EBCE participant.

(c) Problems

As might be expected in the opening of any new program, some difficulties were encountered. One problem is being dealt with--that being the delay in the program opening and the re-adjustment of timelines. This delay was caused by the failure to receive confirmation of the grant to start when expected on September 1, 1976. The contract was not awarded by the Contracts Office in the Dallas HEW office until September 27, 1976, a delay of 27 days.

All of the timelines except two (numbers and types of sites and pre-testing) for the first quarter of operations have been accomplished. The first goal was delayed several weeks because of

1. Scheduling meeting dates with top executives and community organizations;
2. Need for orientation and training sessions;
3. Priority of brochure preparation before contacts could be made;
4. Priority of student enlistment for the program;
5. Priority of teacher orientation for the program.

(d) Publicity Activities

Publicity for the project has been directed primarily at the teachers, parents, students, and business, industry and community leaders for the first quarter of operations. It includes an article about a business and industry luncheon presented by the Superintendent of Schools of St. Charles Parish, published in the St. Charles Herald, and two articles published in the Destrehan High School newspapers.

(e) Dissemination of Activities

Brochures for teachers, students, parents, and business, industry and community leaders were prepared and disseminated.

On Wednesday, November 17, 1976, each member of the Destrehan High School staff received a copy of the teacher's brochure. At the monthly faculty studies meeting the audio-visual presentation was given and an overview offered. Further contacts with the faculty were in the form of departmental meetings.

The brochure prepared for the students was developed around the following themes:

A. What are your goals?

B. What is Experience-Based Career Education?

C. Career Development.

D. Career Guidance.

E. Academic Resource Center.

From November 18, 1976, to November 30, 1976, the project staff presented overhead materials and an overview of EBCE to each tenth and eleventh grade English class. A student brochure was given to the five hundred and fourteen members of the tenth and eleventh grades at Destrehan High School.

The brochure prepared for the parents of the tenth and eleventh grade students was developed around four subjects:

A. EBCE

B. Credits

C. Students

D Applica[illegible]

Each parent or guardian of the five hundred and fourteen tenth and eleventh graders was sent a copy of the above mentioned brochure and student application on December 3, 1976.

The business, industry and community leader's brochure contained the following:

A. A letter from the Superintendent of St. Charles Parish Schools requesting involvement on the part of local business, industry and community leaders;

B. A discussion of the following topics:
   a. A new partnership
   b. EBCE
   c. Dividends
   d. Who qualifies?
   e. Our share
   f. Your share
   g. Supporting EBCE

Over fifty local business, industry and community leaders were given a copy of this brochure at the time of their initial visit or contact by the staff.

(f) Data Collection & Evaluation Plans and Procedures

Pre-testing was re-scheduled for January, 1977, due to the selection of participants and control groups late in the quarter (December 14, 1976). Project evaluation had a two-fold approach: the monitoring of activities by the third party evaluator and the monitoring of project timelines by the project manager.

The project evaluator has made three visits to the site and has met at length with the project director and staff in reviewing the program plans, choice of participants, and the meeting of process objectives.

(g) Staff Employment and Utilization

There has been no departure from the original plans of staff involvement. The two ARC teachers are utilized half-time or three and one-half periods of a seven period day. The project manager, resource coordinator, and clerical aide are full-time employees.

(h) Staff Development

The in-service training program for the staff has been conducted in three phases by Research for Better Schools. The first workshop was conducted for the project director, project manager, and resource coordinator October 26, 1976 to October 28, 1976.

The second workshop, for the guidance counselor, was conducted November 3, 1976 to November 4, 1976, and the third workshop for the ARC teachers was conducted November 16, 1976, to November 18, 1976.

The first workshop was led by Ms. Carmen McLeod, a representative from Research for Better Schools (RBS). In listing the objectives for the in-service training she presented the following to be considered:

1. What constitutes a mini-course?
2. What constitutes a specific learning contract?
3. To what extent do job resource people share responsibility in the career development aspect?
4. What is the best procedure in presenting the package to a potential community resource area?
5. Is there a breakdown of the fifteen clusters?
6. What is a good "Cluster"-Student ratio?
7. What is involved in training the on-the-job person (or the job coordinator).
8. How are specific areas within an industry or business identified? Do we ask for specific jobs or are they volunteered?

The second workshop, for Career Guidance, was conducted by Ms. Carroll McCown, also a representative from RBS. The following items were covered during the two day period:

(1) A review of RBS and Experience-Based Career Education

(2) The three components of EBCE
   a. Career Development
   b. Career Guidance
   c. Academic Resource Center

(3) Career Guidance
   a. Definition
   b. Structure
   c. Group Guidance

(4) Materials to be used
   a. Career Clarification Program-Group Leader's Edition
   b. Career Clarification Program-Student Edition
   c. Career Guidance-General Information Handbook

(5) Group leadership

(6) Planning exercises using the Career Clarification Program Team Approach

(7) Individual planning and presentation of exercises

(8) Self Check (an assessment of RBS Career Guidance Knowledge to date)

(9) Student Objectives--Career Guidance

(10) Tasks for planning the Career Guidance Component

(11) Implementation of tasks

(12) Suggested tasks and timelines

On November 16, 1976, through November 18, 1976, the third workshop, for the Academic Resource Center teachers, was held. It was conducted by Ms. Penny Trever, a representative of RBS. The following list constituted the main items discussed during the three day meeting:

(1) Career Education--its concept

(2) Research for Better Schools and Experience-Based Career Education

(3) Individualized Learning Activities--an individualized program

(4) Individualization--theory and practice

(5) ARC--Management
   a. Planning information forms
   b. Duties of clerical aides
   c. Orientation
   d. Setting up an ARC
   e. Grading

(i) First Quarter Summary

During the first quarter of the St. Charles Parish EBCE Project, the staff has been able to complete almost all of the goals or tasks outlined in the proposal. This was done in a month and a half period necessitated by the delay in granting the project approval and extended correspondence with the Contracts Office. These delays, pretesting and selections, are being overcome by incorporating them in the timelines for the second quarter of the project.

Goals which have been met include staff selection and orientation; staff training; space, equipment, and material acquisition; orientation of school faculty; and student recruitment and selection. Forty-four students are in the program with twenty alternates.

Activities (Second Quarter)

(b) Major Activities and Events

As the second quarter of the program began, the date for student involvement in the program was only seventeen days away. This time was spent in the completion of site development.

First, a telephone contact was made to potential sites. During the conversation, an overview of the program was given and a request for an initial interview was made.

During the initial visit, the program was explained to the chief management officer in the business or industry. An agreement to participate was made and verified by the signing of the participation agreement form. Also, the experience site coordinator was named by the manager and a date for the site analysis visit was made. (See Appendix A).

Guidance activities were scheduled for Monday and Thursday afternoons during the student's activity period. Career activities, value clarification, and problem solving techniques were employed in these group discussions.

In Career Development, the students were given a copy of the Exploration Catalogue listing all sites and a form for making first, second, or third cluster choices.These were taken by the resource site coordinator and guidance counselor for site assignments. These assignments, made from the student's choices, were placed on the pupil participation forms and passed out to the students. Also, a copy of the student check list was given to the student. This listed activities the student should be aware of before visiting a site.

Prior to visiting the sites, the students were made aware of their dual function as an "employee-learner". It was stressed that they were under the direct supervision of the experience site coordinator while on

site and would be evaluated for grading purposes in EBCE.

Also, a copy of questions and a guide for preparation of their Career Development Reports were given to each student. Four reports on jobs explored were turned in each six weeks. These reports also constitute part of their Career Development grade. (See Appendix B.)

The development and implementation of the EBCE program scheduled for the 1977-78 academic year at the second school in St. Charles Parish, Hahnville High School, began in March 1977. Ms. Diane Smith, Resource Coordinator, was assigned to work with this phase of the program.

This phase of the program began with a meeting with the principal, during which space for the EBCE center and schedule for the staff were requested and provided for. Plans for recruitment of participants in the program were also discussed.

After plans for student orientation and recruitment were finalized, the actual implementation was undertaken. Meetings of the 9th, 10th, and 11th grade classes of Carver Junior High, J. B. Martin Junior High and Hahnville Senior High Schools were scheduled. The EBCE program was explained, questions about the program were answered, and applications for participation were handed out. These were collected to form the pool for the lottery for the experimental group and the control group.

At the time the recruitment of the students at Hahnville began, the same process began at Destrehan Senior High School. Applicants for the 1977-78 were being recruited by the project staff. Students in the 9th, 10th, and 11th grades were contacted and applications for the program were passed out to the students. Those who applied constituted the pool for the lottery for the experimental and control group.

Another major activity involved in during this quarter of the project were the continued recruitment of career development sites. At the end of the quarter, forty-one sites had been developed in eleven of the fifteen H.E.W. clusters.

Monitoring of the Career Development sites was both a major activity and a continuous process. The sites were visited by the resource coordinator while students were present and the activities were evaluated for "employee-learner" participation and involvement. Conferences with the experience site coordinator were held to see if the learning objectives were being met and the learning activities were being carried out. Feed back from the students through group guidance activities was also obtained and included in the monitoring process.

(c) Problems

Several problems became quite evident in the EBCE program during the second quarter of the first year of operations. The first one to be identified had nothing to do directly with the program but had some adverse effect upon it.

On Tuesday, March 15, 1977, a fire was discovered in the Destrehan High School. The administrative area and guidance offices had been completely destroyed and most of the school's records had been destroyed. The damage was of such magnitude that classes were suspended until March 30, 1977, allowing for a complete cleaning of all surfaces in the building for removal of soot and smoke residue.

Exploration for EBCE was cancelled for Tuesday, March 15, and Wednesday, March 16. However, one student did catch his school bus and go on his own to the site. When told by the bus driver there was no school, he replied, "This is not school. It is fun!"

The project staff, after consultation with school administrative personnel, decided to have career exploration activities on March 22, 23, and 29th. A local meeting point at the adjoining middle school where school buses from all the district meet was identified. The transportation department was contacted to secure permission for the EBCE students to ride the middle school buses to and from the school on the above mentioned dates. A letter was drafted to each student outlining the procedures to be followed and mailed to each. A telephone call was also made to each student who had a phone, appraising them of exploration activities. Those students who did not have a telephone were personally contacted by the project manager. Absences for the exploration dates were no more than on regular scheduled school days.

School resumed on March 30, 1977. The full effect of the fire cannot be known but the staff made every effort to compensate for this disruption.

Not only did the fire interfere with exploration activities at Destrehan High School, it also caused a delay in recruitment of students for the 1977-78 academic year by two weeks. Plans were made to begin the recruitment of 9th, 10th, and 11th grade students the week of March 15th. Because of the fire, this was delayed until March 30th. The process was delayed by two weeks. Due to early pre-scheduling of students at Hahnville High School, student recruitment and orientation had to precede faculty orientation. In order to accomplish the needs of the school and provide a list of sixty participants for EBCE during the 1977-78 academic session, the time lines for faculty and student recruitment and selection were reversed. This reversal did not preclude contact with the faculty regarding EBCE during student recruitment and orientation.

(d) Publicity Activities

Several sources were utilized in an attempt to publicize the St. Charles Parish EBCE Program. These sources were:

1. Destrehan High School Paper "Wildcat's Roar"
2. St. Charles Parish Herald
3. Union Carbide Chemicals and Plastics "Taft News"
4. Hooker Chemicals and Plastics "La Voix"
5. Monsanto's "Barton News"

(See Appendix C)

(e) Dissemination Activities

Plans were formulated for the adoption of a state wide dissemination plan for EBCE. Dr. Houston Jenks, Project Director, presented a proposal based upon the following strategies:

1. Targets for Dissemination
   - A. Education Community
   - B. State and Local Communities
2. Strategies for State Dissemination in Education Arena
   - A. Orientation and Internalization of EBCE concepts by the State Department of Education
   - B. State-wide Orientation by State Department in planning regions
   - C. On-site visits to State EBCE site (St. Charles)
   - D. Training other adopters
   - E. School Boards
   - F. State Board of Elementary-Secondary Education
   - G. Higher Education and Voc-Tech
   - H. Professional Assoications
   - I. PTA's

3. Dissemination for Public Support

   A. Legislature

   B. Public Media

   C. Labor

   D. Business and Industry

This proposal is currently being reviewed by the State Part D Coordinator and other appropriate personnel in the State Department of Education.

Other forms of dissemination have been provided in the previous quarterly report. These include teacher, pupil, parent and industry brochures. These were used in teacher orientation, student recruitment and selection, and career development site recruitment.

(f) Data Collection and Evaluation

A multi-dimensional approach to evaluation is being utilized. This includes the following:

1. Completion of standardized pre and post-test instruments by the EBCE participants (experimental group) and a control group;
2. Collection of empirical data by the third party evaluator;
3. Monitoring by the third party evaluator;
4. Monitoring of ARC and Guidance activities;
5. Monitoring by the Materials and Resources Review Committee;
6. Monitoring of career development sites by the resource coordinators;
7. Collection of anecdotal records by the project staff.

Pre-testing for the EBCE participants and control group was completed and plans were underway to do the post-test prior to the end of school on June 2, 1977. This will have completed the first phase of data collection and evaluation.

The third party evaluator was in touch with the project director at least once a week by telephone and usually once a month or more often by visit. Observation of program activities including the Academic Resource Center, Career Guidance activities, and Career Development sites were periodically made. Conferences with the project staff were held and progress or lack of progress was noted.

The Materials and Resource Review Committee was monitoring all materials used for sex-bias and absence of sex-role and stereotyping. Members were invited to review student activity at the career development sites.

The project director and project manager, along with administrative personnel from Destrehan High School, monitored the progress of the Academic Resource Center, and Career Guidance activities. Regular staff meetings were held to facilitate this phase of evaluation.

(g) Staff Employment and Utilization

There was no departure from the original plans of staff involvement. The two ARC teachers were utilized half-time or three and one-half periods of a seven period day. The guidance counselor was utilized three and one-half periods of a seven period day. The project manager, resource coordinator and clerical aide were full-time employees.

(h) Staff Development

Staff development for the second quarter of the EBCE project consisted of two in-service training programs by Research for Better Schools, Inc.

The first workshop was conducted on March 10-11, 1977 by Dr. Charles Tarino, Technical Assistance and Training Coordinator. Included as participants were the project director, program manager, resource coordinator and principal of Destrehan High School. The following format was used:

1. Continuation of training;
2. Role descriptions;
3. Explication of authority related to role;
4. Time;
5. Goal definitions;
6. Strategy for recruitment;
7. Operational plan.

A management approach to overall program needs was taken and attention was focused on managerial concepts and objectives.

The second workshop was conducted by Mrs. Joan H. McCall, Technical Assistance and Training Specialist, Career Development Unit. It was held March 24-25, 1977. Attention for this workshop was focused upon developing career exploration sites. A review of the career exploration catalogue, learning objectives, and learning activities was made. Also, a visit to a newly developed site and the monitoring of a site analysis visit by the project manager were made. The thrust of the workshop was to make the activities involved in by the students more personal, viable, and less arbitrary. Attention to hands on activities was stressed.

(i) Summary

During the second quarter of the St. Charles Parish EBCE project, the staff was able to complete all but two of the time lines. The first one was the orientation of teachers at Hahnville High School which was delayed two weeks due to an advance in student recruitment brought on by pre-registration needs. The second was student recruitment and orientation at Destrehan High School which was delayed to to three weeks by the recent fire. The other objectives were met on schedule.

Goals which have been met included completion of site developments for opening of program, beginning of Phase One of the program at Destrehan High School, development and implementation of the EBCE program at Hahnville High School, recruitment of students at Destrehan High School for academic year 1977-78 begun, and monitoring of career development sites.

Activities (Third Quarter)

(b) Major Activities and Events

The major activity was the completion of Phase One of the program. The operational aspects of phase two are now underway.

Another major activity involved in the program was a banquet sponsored by the EBCE students, for their parents and business and industry personnel (managers and experience site coordinators). The students sold candy and raised the money for the banquet. It was held on the evening of Thursday, May 26th, 1977. Certificates of appreciation were awarded to all community personnel involved with EBCE. The EBCE participants received a certificate of award, denoting completion of the program activities for Phase One.

(c) Problems

While no problems were encountered during this quarter of activities, a major departure from the project was being advocated. As mentioned above, instead of the eighty students originally planned for during Phase Two of the project, one hundred and twenty participants had been chosen for Destrehan High School. This necessitated full-time teachers and counselors in the program rather than three-quarter time personnel.

It was felt this would be a more functional and practical action to take. The extra forty students had been recruited and were ready for participation in the program for the coming year.

(d) Publicity Activities

A weekly report of EBCE was included in the Destrehan High School column of the St. Charles Parish Herald. Attempts were made to secure coverage in feature publications in the Greater New Orleans area. Inquiries about this were made.

(e) Dissemination Activities

A dissemination plan was presented in the previous quarterly report. As soon as the data for Phase One has been collected, it will be made available to all interested parties.

Other forms of dissemination were provided in previous quarterly reports. These included teacher, pupil, parent, and industry brochures. These are used in teacher orientation, student recruitment and selection, and career development site recruitment.

A major activity for this quarter was the on-site evaluation for the project. The dates of the visit were April 11, 12, 1977. The visiting team members were Ms. Annette Miller of the Washington Office of Education and Mr. Emmet Tiner of the Dallas Regional Office. Attending from the Louisiana State Department of Education were Mr. Sam Johnson and Mr. Joe Williams. Included in the itinerary were the following:

1. Introduction of site evaluation team and project staff;
2. Overview of project activities (slide presentation);
3. Review of curriculum and operational materials;
4. Monitoring of Academic Resource Center;
5. Meeting with Student Cabinet;
6. Meeting with principal of Destrehan High School;
7. Meeting with third party evaluator;
8. Monitoring of guidance activities;
9. Meeting with project director and staff;
10. Visiting career development sites;
11. Exit conference with evaluation team and project staff.

Other activities for the quarter included meetings for the student cabinet and Program Advisory Group. The Program Advisory meeting was with students to get an idea of the program from the students' points of view.

(f) Data Collection and Evaluation

The post tests of the EBCE students and control group were completed prior to the end of school and have been forwarded to the third party evaluator. Questionnaire for parents, teachers, and experience site coordinators were developed and mailed out. These were received, tabulated and forwarded to the third party evaluator.

All activities outlined in the project for evaluation of Phase One of the project have been completed. These are in the process of being tabulated and evaluated by the third party evaluator. Results will soon be forth coming.

(g) Staff Employment and Utilization

There was no departure from the original plans of staff involvement. The two ARC teachers were utilized half time or three and one-half periods of a seven period day. The guidance counselor was utilized three and one-half periods of a seven period day. The project manager, resource coordinator, and clerical aide are full-time employees.

(h) Staff Development

Staff development activities consisted of several activities. First, biweekly meetings with the project staff were conducted by the project director. This afforded opportunities for sharing experiences, problems and discussing solutions. Second, the project manager met with the ARC teachers and counselor on a weekly basis to evaluate project activities and progress.

Staff development for the third quarter of the EBCE project included two in-service training programs conducted by Research for Better Schools, Inc. The first workshop, conducted June 2-3, 1977, was for the guidance counselors.

It was lead by Ms. Carole McCown. A review of the past semester's activities, critique of the program plans, and development of procedures for Phase Two were included in the workshop plans.

The second workshop, led by Ms. Penny Treavor, was held June 8-10, 1977. This was for the ARC teachers. Activities included a review of the past semester's activities, students participation, and evidence of student progress were discussed.

(i) Summary

During the third quarter of the St. Charles Parish EBCE project, Phase One of the project was completed and Phase Two begun. Sixty students will be enrolled at Hahnville High School next year and one hundred and twenty students will be enrolled at Destrehan High School. Evaluation of Phase One is underway and results will soon be forth coming.

Activities (Fourth Quarter)

(b) Major Activities and Events

(1) Due to the expansion of the program to Hahnville High School, it was necessary to recruit half-time teachers for math, language arts, and for counseling. In addition, it was necessary to secure three new staff members for Destrehan High School. The Destrehan math teacher took a maternity leave and Mr. Paul Romero was hired to replace her. Ms. Eloise Gusman was hired as the language arts teacher since Ms. Walker became a full-time EBCE counselor. Project Manager, Dr. Billy Cooper resigned in August and Mr. Kent Chauvin replaced him.

(2) Site recruitment efforts have continued and a listing of sites on both sides of the river is contained in Tables 1, 2 and 3.

(3) The monitoring activities for Hahnville High School are described in the following paragraph:

Each week the sixty Hahnville High School EBCE students explore careers on Tuesday and Thursday. An average of thirty students explore ten to fifteen career development sites each exploration day. Their hours of exploration are approximately 8:30 A.M. to 1:30 P.M. (5 hours). During this five hour span, it is usually possible to monitor each site for a short period of time each day. A record of all site monitoring is kept.

Often times it is necessary to remain longer at a site for the purpose of evaluating learning experiences or to participate in a particular learning activity. When this occurs, it is not possible to devote an adequate amount of time to other participating sites. I view this as a problem which could be solved if additional site monitoring personnel were available.

Destrehan High School student activities are as follows:

Students are assigned to one hour per day for the Career Development phase of EBCE. This hour has been divided as indicated in the Career Guidance - Career Exploration Schedule.

On Monday, entire class of students (approximately 24 per period) meets with either the Resource Coordinator or the Guidance Counselor for large group instruction. Career Exploration is discussed and students work on Career Development logs and assignments or review media presentations on careers.

Two days a week, students have group guidance sessions. On the other two days of the week, they are assigned to extra help sessions for English and Math.

Language arts, math, and counseling activities occur during a three hour block for approximately sixty students in the morning and another group of sixty in the afternoon.

Rosters of students with sex and race, class and location are found in Tables 4, 5, and 6.

(c) Problems

One problem was the fact that two of the three professional staff members had to be replaced. The program manager resigned and the math teacher took a maternity leave. However, these staff members have been replaced and the new people have received orientation and training by other local staff.

Hahnville High School's academic day is 7:45 - 2:35. These particular hours create a problem on exploration days for the following reasons:

- sites are not centrally located;
- only one bus is available for EBCE use;

- many sites don't open for business until 9A.M.;
- students are returned to school by 2:15 to prevent conflicts with dismissal.

Solutions are being evaluated and it is hoped that the problem will soon be resolved.

(d) Publicity Activities

The expansion of the EBCE program to Hahnville High School was publicized through a newspaper article listing West Bank sites. This article, as well as a newsletter from the Destrehan High School EBCE site, may be seen in Appendix D.

(e) Dissemination Activities

A number of dissemination activities occurred internally within the two high schools.

Teachers were oriented to the program at Hahnville by the resource coordinators. Parents of children chosen by lottery for the program received a letter of congratulations and information on the program. Prospective exploration sites also received letters asking for an opportunity to meet with them and explore the possibility of their participation in the program.

A slide/tape presentation of the EBCE program was prepared for orientation to the program. This program was presented to two groups:

(1) September 23, 1977 - presentation to supervisors of instruction from twenty LEAs in southeast Louisiana. This portion of the program generated more attention and enthusiasm than any other presentation on their agenda. An hour was spent in answering questions after the presentation.

(2) September 28, 1977 - presentation to the EBCE project directors, State Department of Education personnel and U.S.O.E. staff at a meeting in Dallas, Texas for the EBCE projects in Louisiana, Texas, Arkansas, New Mexico, and Oklahoma. Experiences and problems were also shared.

(f) Data Collection and Evaluation

To this date, the following tests have been administered to the EBCE experimental and control groups:

- Career Maturity Inventory
- Student Attitude Survey
- Self Directed Interest Inventory
- Career Education Program:
  Student Opinion Survey
- Student Demographic Data Questionnaire
- Scientific Research Associates (SRA)

All pre-tests, including make-ups, will be completed, coded, and ready for mailing on November 4, 1977. It should be noted that control group testing was delayed due to inadequate space and scheduling conflicts.

Data is being collected on absenteeism in the experimental group, control group and overall school population for a projected research presentation.

Also, a schedule is being prepared now for the EBCE post-testing in the Spring. The purpose of this early planning is to avoid conflicts in scheduling and to ensure availability of adequate testing facilities.

Included in this report (See Appendix E) is the report by the third party evaluator, Dr. W. L. Bergeron, on the first year of the project.

(g) Staff Employment and Utilization

The EBCE staff at Destrehan High School serves 120 EBCE students. They are as follows:

Destrehan Staff

1.	Mr. Kent Chauvin	Resource Coordinator/Manager	1.0FTE
2.	Ms. Eloise Gusman	English ARC teacher	1.0FTE
*3.	Mr. Paul Romero	Mathematics ARC teacher	1.0FTE
4.	Ms. Linda Walker	Career Counselor	1.0FTE
**5.	Ms Gwen Jones	Clerical Aide	1.0FTE

* replacing Ms. Melva Guillory on maternity leave
** replacing Ms. Timmie Jackson on maternity leave

The Hahnville High School EBCE staff serves 60 EBCE students.

Hahnville Staff

6.	Ms. Diane Smith	Resource Coordinator	1.0FTE
7.	Mr. John Boyette	Career Counselor	.5FTE
8.	Ms. Mynon McMillian	Mathematics ARC teacher	.5FTE
9.	Ms. Catherine Robinson	English ARC teacher	.5FTE
10.	Ms. Phyllis Mondy	Clerical Aide	1.0FTE

New staff added in September was numbers 7, 8, 9, and 10 at Hahnville High School. These four people were added due to expansion of the program to this second high school.

Schedules of the EBCE activities at Hahnville and Destrehan High Schools follow:

DESTREHAN HIGH SCHOOL

CAREER GUIDANCE - CAREER DEVELOPMENT SCHEDULE

	A1	A2	B1	B2
MON.	Large Group Instruction			
TUES.	Group Guidance	Group Guidance	English	Math
WED.	English	Math	Group Guidance	Group Guidance
THURS.	Group Guidance	Group Guidance	Math	English
FRI.	Math	English	Group Guidance	Group Guidance

1st Hour

A1	A2	B1	B2
Watsey Alexander	Al Arabie	Janet Alack	Doris Agurcia
Susan Authement	E. J. Bergeron	Raymond Bynum	Carla Charles
Susie Cambre	Ouida Cockerham	Julie Hebert	Glen Madere
Todd Martin	Robin Murry	Shelia Pfister	Elizabeth Prima
Roxanne Pollet	Sherrie Richard	Craig Smith	Paulette Victor
Angela Watkins			Sahun Reese

2nd Hour

A1	A2	B1	B2
Lisa Armstrong	Sable Courville	Melicha Armstrong	Shelia Bergeron
Michael Denoux	Sheron Dabney	Donna Dauzat	Alan DuFour
Warren Jarrow	Joseph Marshall	Kevin Jackson	Darlene Mathis
Mitchell Martin	Charles Morgan	Debbie Hymel	Orlanda Brown
Wendy Nelson	Faye Roussel	Phyllis Jones	Ivy Williams
Marion Armstrong	Giselle Wilson	Melanie Johnson	Charlotte Terrel
	Robert LeCour		Joseph Lawrence

3rd Hour

A1	A2	B1	B2
Rehena Austin	Monica Bergeron	Harold Brimmer	Rhonda Cavalier
Shirley Doughtey	Mike Charles	Ronnie Guedry	Bridgette Jenkins
Danny Madere	Brent Turley	Sherri McCauley	Chris Schexnaydre
Regina Walker	Joan White	Marcus Warren	Pat Yoes
Shelia Augustine	Eric Sikes	Michelle Zeringue	Dennie Washington
Myra Sterling	Tracy Hymel	Stafford Noble	Brenda Miller
Celeste Rochelle			

5th Hour

A1	A2	B1	B2
Gilbert Bennett	Ronnie Boyd	Lois Bridges	Veronica Brown
Wanda Falcon	Marie Fourcha	Tim Hosner	Aileen Negrotto
Kirby Paul	Jodi Hymel	Karl Taylor	Donna Levandoske
Randy Rushing	Patricia Hotard	Kaye Trueman	Connie Troxler
Graylin Smith	Burt Schexnaydre	Shelia Bullock	Kenneth Campo
		Kim Robertson	

6th Hour

A1	A2	B1	B2
Kerrilyn Berteau	Carla Blue	Chirs Bourque	Carla Donaldson
Sharon Douglas	Emma Granger	Deondra Fourcha	Steve Mauduit
Paulette McDonald	Tammy Meliet	Jeff Miller	Brian Pollard
Linda Robertson	Eddie Stewart	John Tooley	Kim Trahan
Cynthia Robinson	Gisselle Wilson	Madeline Wilson	Dwonette Williams
Deanne Gilardi	Milton Douglas	Melissa Roussel	Theresa Falcon
Jeffery Guedry		Debra Cockerhan	

HAHNVILLE HIGH SCHOOL

EBCE ROTATING SCHEDULE: ARC & COUNSELING

1st WEEK -- MONDAY

Group	CLASS 1st Period	2nd Period	3rd Period
A	Math	English	Math
B	English	Math	English
Coun.	10 (A)	10 (B)	10 (A)

1st WEEK — TUESDAY

A	English	Math	English
B	Math	English	Math
Coun.	10 (B)	10 (A)	10 (B)

1st WEEK -- WEDNESDAY

A	Math	English	Math
B	English	Math	English
Coun.	10 (A)	10 (B)	10 (A)

1st WEEK -- THURSDAY

A	English	Math	English
B	Math	English	Math
Coun.	10 (B)	10 (A)	10 (B)

1st WEEK -- FRIDAY

A	Math	English	Math
B	English	Math	English
Coun.	10 (A)	10 (B)	10 (A)

2nd WEEK -- MONDAY

A	English	Math	English
B	Math	English	Math
Coun.	10 (B)	10 (A)	10 (B)

2nd WEEK -- TUESDAY

A	Math	English	Math
B	English	Math	English
Coun.	10 (A)	10 (B)	10 (A)

2nd WEEK -- WEDNESDAY

A	English	Math	English
B	Math	English	Math
Coun.	10 (B)	10 (A)	10 (B)

2nd WEEK -- THURSDAY

A	Math	English	Math
B	English	Math	English
Coun.	10 (A)	10 (B)	10 (A)

2nd WEEK --FRIDAY

A	English	Math	English
B	Math	English	Math
Coun.	10 (B)	10 (A)	10 (B)

(h) Staff Development

The new staff members were oriented to the project prior to the opening of school in late August. This training was conducted by staff members who had one year experience in the project (Ms. Walker, Ms. Smith, and Dr. Jenks).

Ms. Smith and the principal of Hahnville High School met early in the first two weeks of August to finalize plans for first-year implementation of the project in Hahnville High School.

Orientation of site coordinators on job sites was done by Ms. Smith and Mr. Kent Chauvin.

(i) Summary

All in all the first year of activities at Destrehan High School is viewed as a success. Our most enthusiastic supporters have been the EBCE students. Evidence of this is seen in the fact that we reached a peak enrollment at Destrehan High School of 120 students in the second year rather than the projected date of the third year.

Recruitment efforts at Hahnville were very successful with approximately 195 applicants for the available 60 slots.

It is believed that we must find the means to hire extra resource coordinators. One person has difficulty in working with 120 pupils on sites.

APPENDIX A

PARTICIPATION AGREEMENT FOR

BUSINESS AND INDUSTRY

EXPERIENCE SITE COORDINATOR

Experience-based Career Education is desgined to provide St. Charles Parish high school students with the competencies necessary to make mature career decisions. These competencies will be developed by combining the expertise of both the employing and educational communities.

As a partner in the Experience-Based Career Education program, you are asked to designate an employee to act as your Experience Site Coordinator (ESC). The ESC will be involved in the following activities:

- working with the EBCE Resource Coordinator in developing and implementing actual "hands-on" learning experiences that utilize the best available site resources;
- supervising small groups of students while they are participating in on-site exploration, one day per week
- identifying on-site personnel to act as learning supervisors to assist in providing the learning experiences;
- assisting in the evaluation of learning activities.

APPENDIX B

FORMS UTILIZED IN STUDENTS' CAREER DEVELOPMENT

COMMUNITY CONTACT LOG

Date	Contact No.	Potential Resource Site	Employer or Employee Contact	Outcome	Date to Meet	Participate in Exploration/ Specialization

CAREER DEVELOPMENT SITE: _____

ADDRESS: _____

DIRECTIONS: _____

TRANSPORTATION DIRECTIONS: _____

STARTING & ENDING TIMES FOR
EACH DAYS LEARNING ACTIVITIES: _____

DRESS CODE: _____

SMOKING REGULATIONS: _____

SECURITY REGULATIONS: _____

SPECIAL RESTRICTIONS: _____

LUNCHEON FACILITIES: _____

MINIMUM & MAXIMUM NUMBER OF STUDENTS: _____

DATES OF LEARNING ACTIVITIES: _____

ACADEMIC CREDIT RECEIVED: _____

EXPERIENCE SITE COORDINATOR: _____ PHONE: _____

LEARNING SUPERVISOR: _____

LEARNING SUPERVISOR: _____

LEARNING SUPERVISOR: _____

JOBS OR OCCUPATIONS THAT STUDENTS WILL BE EXPOSED TO:

_____ _____

STEP I - CONTEXT: DEFINING THE ORGANIZATION

1. What are major goals of your organization in terms (a) production of goods and materials, (b) performance of commercial and human services, (c) community involvement and (d) other possible priorities? [59]

2. What are the major departments of divisions of your organization, and what is the primary function of each?

3. How do these departments or divisions interact in normal operations?

4. Does your organization have external operations, branch offices, auxiliary services, or affiliates which might be included in the exploration program?

5. What facts, concepts and topical issues would need to be presented in order to give students an understanding of the work of your organization?

6. What descriptive literature and audio-visual aids are available for use in a student orientation to your organization?

CAREERS: (1) A SURVEY OF JOBS IN THE ORGANIZATION

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DEPARTMENT OR CAREER AREA: _____

JOB TITLE: _____ MIN. ED. REQ. _____

(Function) _____

JOB TITLE: _____ : _____

_____

JOB TITLE: _____ : _____

_____

JOB TITLE: _____ : _____

_____

_____

_____

DEPARTMENT OR CAREER AREA: _____

JOB TITLE: _____ : _____

_____

JOB TITLE: _____ : _____

_____

JOB TITLE: _____ : _____

_____

JOB TITLE: _____ : _____

_____

STEP 3 - CAREERS: (2) INDIVIDUAL JOB ANALYSIS

MAJOR TASKS IN THEIR SETTINGS	OBSERVABLE OUTCOMES (products/services)	EQUIPMENT, FACILITIES OR SYSTEMS	TRAINING CAPACITY IN PROGRAM, MATERIALS, AUDIO VISUAL AIDS	EXISTING DISPLAYS COLLECTIONS DEMONSTRATIONS

JOB TITLE:

STEP IV – PRACTICAL CAREER INFORMATION: AN INVENTORY OF SERVICES & RESOURCES

	AVILABLE SITE SPECIALISTS	PREPARED LITERATURE AND WRITTEN MATERIALS	AUDIO-VISUAL MATERIALS & EQUIPMENT	EXISTING PROGRAMS, DEMOS AND PROCESSES
PUBLIC INFORMATION & P.R. SERVICES				
PERSONNEL PRACTICES AND SERVICES				
EDUCATION/TRAINING CAPACITIES				
SPECIAL COLLECTIONS/ FACILITIES				

APPENDIX C

SECOND QUARTER PUBLICITY RELEASES

Exciting New Program Comes to DHS

St. Charles Parish is one of 45 areas in the United States awarded federal funds to implement EBCE. Destrehan High School is the only school in Louisiana to offer EBCE.

What is EBCE? The letters stand for Experience Based Career - Education and will offer 40 DHS students an opportunity to be actively involved in career development. Since a small number of students are involved, students will also receive a more personal and individualized guidance program. Three pilot programs have existed in the U.S. since 1970. Destrehan's program will be based on the Philadelphia model. Personnel for the program were trained by Research for Better Schools of Philadelphia.

Dr. Houston Jenks, supervisor of special funding programs for St. Charles Parish, will serve as director of EBCE. Dr. William Cooper was selected as project manager. Ms. Linda Walker will work with students in the capacity of Career Guidance Counselor and also as the Academic Resource Center English teacher. Mrs. Melva Guillory will be the ARC Math Teacher. Working with all of the personnel as an aide will be Mrs. Timmy Jackson.

EBCE consists of three basic components that are student oriented. The first component is Career Development which will be handled by Dr. Cooper. Students will select a career that interests them and will be able to visit a related job site one day a week. The student will not do any work, but will observe workers and ask questions. Students will have specific assignments to complete at the job site.

The second component is Group Guidance which will focus on decision-making and values clarification. Students will meet twice a week to discuss the career development phase and any observations or problems that arise. Ms. Walker will coordinate these sessions.

Academic Resource Center is the third component of EBCE. Students will receive individualized instruction in English and math focusing on basic skills. Mrs. Guillory and Ms. Walker will be working in the ARC.

The program is open to all 10th and 11th graders. Applications will be accepted around the end of November. From the applications received, 40 students will be randomly selected to participate. The program hopes to expand next year to include 80 to 120 participants.

Students selected for EBCE will schedule a three hour block in the morning for this program. The students will receive ⅓ credit in English, ⅓ credit in math and ⅓ credit in social studies which comes from visiting the job sites. Students will schedule three other classes plus an activity for the afternoon.

Students will not receive any paycheck since they will not be working at the job site. Parental consent must be obtained if a student is under 18 years old.

If you're interested and want more information about EBCE, see Dr. Coope, Mrs. Guillory or Ms. Walker. They are available to you and will answer your questions.

FEBRUARY 16, 1977 DESTREHAN HIGH SCHOOL VOL.38 NO. 2

Students and Job Sites Selected for EBCE

By PATRICK MACLOUD

The names are finally out and forty-four students are on the EBCE team.

Mrs. Melva Guillory and Ms. Linda Walker have developed individualized programs for math and English. The curriculum will be for pre-college as well as vocational students. Twenty-three agencies have agreed to allow students to explore careers in their working environment. Some of the agencies are: Bank of St. Charles, American Bank, St. Charles Herald, Artist Bob White, Loupe's Food Villa, Norco Co-Op., Western Auto, Ace Lumber Co., Zeringue's Plumbing, and Union Carbide.

Others are the St. Charles Grain Elevator, Shell, Hooker, St. Charles Hospital, New Sarpy Health Unit, Attorney Vic Bradly, St. Charles Community Action Program, DuRocher's Marine, Lousteau Ford, and St. Charles Parish School Board.

Some of the students selected for EBCE are: Watsey Alexander, Marion Armstrong, Melicha Armstrong, Sheila Bergeron, Corliss Brown, Patty Bryson, Rene Collar, Ouida Cockerham, Sable Courville, Kim DeFrisco, Milton Douglas, Wanda Falcon, and Deondra Fourcha.

Other students include: Aletha Freeman, Jeffery Guedry, Patricia Hotard, Charles Humel, Rockne Hymel, Jr., Kenneth Jackson, Lynn Landry, Suzanne Laurent, Donna Levandoske, Lance Marino, Gwendolyn McDonald, Anna Oxner, and Sheila Pfister.

Other participants are: Kimberly Pierce, Mitchell Rodecker, Claire Roberts, David Schexnayder, Keith Smith, Tommy Smith, Yolanda Taylor, Lisa Trey, Brent Turley, Jacqueline Victor, Victoria Vinnett, Eric Sikes, June Modica, Carla Charles, Jeffrey Miller, Mike Charles, Alleen Negrotto, and Marietta Victor.

DHS Happenings

Film Academy Plans Festival

The stars will be out Saturday, March 5 when the Film Academy presents the 8th Annual Film Festival in the DHS auditorium at 7:30 p.m.

The Festival, sponsored by Mr. Glen Greene, will show films that were written, directed and edited by DHS students. Students will also be the stars of the films. Documentary, short subject and feature films will be presented.

Awards will also be given to students that night. Some of the categories include: Best film, Best director and Best actress and actor. Past winners will vote on the films and present the awards.

Plan now to attend the Annual Film Festival.

• • • •

Beta Club Adds Greenery

Green life has been added to DHS. The Beta Club recently purchased various plants to put in and around the school.

The plants were purchased by Deena Digirolamo, Robin Robert and Club Sponsor Ms. Stage. Two plants were placed in the main office area and others were placed in different areas in the library. The Beta Club hopes to plant the remaining ones outside in front of the school.

The Beta Club is busily working on various projects for the remainder of the year. Members are working on the scrap book and school flag projects.

• • • •

Drama Club Selects Cast

Members of the DHS Drama Club have been busily preparing for their major production, Agatha Christie Made Me Do It.

Tryouts for the cast were held last week and selected for the production are the following: Doug Robicheaux, E.J. Bergeron, Karen Almerico, Parke Smith, Jeffrey Washington, Wendy Williamson, Tammy Tullie, Vicki Ellis, Lisa Vintereila, Herman Francis and Kendall Paul.

Committees for the various duties have also been formed and members have been working on costuming, props, make-up and business and publicity.

• • • •

Missionary Speaks to Ethnic Studies

Father Corso, Maryknoll last week. Father Corso informed students about "Global Awareness," a program he works with in Tanzania and Kenya.

In his presentation, the missionary emphasized the need for people all over the world to become aware of the existing problems and to realize there is something they can do. Father Corso brought films with him of Bangladash and some of his personal slides showing the social conditions of these countries.

• • • •

Football Banquet

The DHS Football Banquet will be held Saturday, February 26 at 7:30 p.m. in the DHS cafeteria. Awards will be presented to the football team and the cheerleaders. The Banquet is sponsored by the DHS Athletic Club. Tickets are $4.00 per person.

• • • •

EBCE Begins Visitations

The first two weeks of Experience-Based Career Education has gone well. The best part was seeing how excited the students were going out to the various job sites. Last Tuesday, some students went to sites located on the West Bank of the parish. Wednesday, other students spent the day at various sites on the East Bank. The amount of information they were able to pick up in one day was amazing. And the experience seemed to heighten their enthusiasm even more!

Experience Based Career Education is a unique program in Louisiana in that it is a Career Education program that appeals to students of all abilities and aspirations. The EBCE staff has high hopes for the benefits it can give to the students, and hopes the community, along with the students, will begin to view it as a very practical and vital part of the educational process at DHS.

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DHS Happenings

SMITH TO SPEAK AT BANQUET

Larry Smith, Head Football Coach of Tulane University, will be the guest speaker at the DHS Football Banquet on Saturday, February 26th. Guests of honor at the banquet will be Rusty Rebowe, Edgar Charles and Wayne LeBlanc, all former DHS football players who are now playing for Nicholls State, Tulane University, and Southern Louisiana University, respectively. Awards will be presented to DHS football players.

Tickets are $4.00 per person and can be purchased from any of the DHS coaches or from Mrs. Joann Walker, 764-7942. Steak will be served at the banquet. The banquet will be in the DHS cafeteria and will begin at 7:30 p.m.

There was an error in last week's story. Cheerleaders will not receive awards at the Football Banquet. A special awards will be presented to them and the Drill Squad at the Spring Banquet.

EBCE PROGRESS REPORT

As the fourth week of Experience Based Career Education (EBCE) rolls around, many of the students will change job sites to explore in the same type of work, but at a different establishment. Thus far, the students have spent three days viewing various occupations.

EBCE students also have the benefit of working in the Academic resource Center where they work individually to improve their reading, writing and math skills. The students have selected a Student Cabinet to represent them. Members include: Sheila Bergeron, Coriss Brown, Carla Charles, Sable Courville; Kim DeFrisco, Charles Hymel, Anna Omer, Kim Pierce; Eric Sikes, and Marietta Victor. These students will work with the EBCE staff to improve the present program.

Frank Barreca, tuba solo; Richard Jones and Harold Jackson, alto duet; Pete Kennedy and Elise St.Pierre, clarinet duet; and Adrian Coleman, Charles Royal, Mike Noto; and Grant Marshall, brass quartet.

Receiving a good rating in the Festival were the following: Adrienne Jones, alto solo; Jeff Guedry, tenor solo; Harold Jackson, alto solo; David Young, baritone solo; Alex Vicknair, trumpet solo; Karen Barreca, clarinet solo; Ellen Mitchell, flute solo; Sally Shurtz, flute solo; Cheryl Brignac, Elise St.Pierre, Tracy Mims, and Faye Roussel and Darlene Machis, clarinet duet; Gwen Roussel and Alex Vicknair, trumpet duet; and Sally Shurtz and Ellen Mitchell, flute duet.

DHS SWEETHEART DANCE

Bring your Valentine to boogie to the beat at the "Sweetheart Dance," Saturday, February 12, 1977 in the DHS Cafeteria.

The dance is being sponsored by the senior class and will be held from 9 p.m. to 1 a.m. Tickets can be purchased from Margaret Hymel, Vickie Ellis, Cynthia Lewis, Coleen LeBlanc, or Ricky Wilson.

The purpose of the dance is to raise money for the senior class gift. The seniors will purchase a sign for DHS to be placed on the river road in front of the school.

Please come out and give them your support.

DRAMA CLUB PRODUCTION

Rehearsals have been in full swing for the Drama Club's major production, "Agatha Christie Made Me Do It." Plan now to attend the performance on Friday, April 22 in the DHS auditorium.

SPECIAL DID MEETING

A special DID meeting will be held, Wednesday, February 16 at 7:30 p.m. in the DHS auditorium. Superintendent of St.Charles Parish Schools, Robert Rice and School Board members will speak about planned improvements at DHS if the sales tax and Bond issue is passed. Parents will be encouraged to ask questions.

This will be the mid-point of the grading period and will give parents an opportunity to check the academic progress of students. Plans for the DIS Fashion Show will

FEBRUARY 24, 1977

DHS Happenings

EBCE STUDENTS CONTINUE VIEWING OCCUPATIONS

For their first three weeks, the EBCE students have remained at the same job sites viewing various occupations at each site.

Twenty-four students went to the West Bank to the following places: Union Carbide: Deidra Vinnett, Cecliss Brown, Milton Douglas, Charles Hymel, Eric Sikes, Keith Smith, Mike Charles and Brent Turley; St. Charles Parish Hospital: Donna Ievandoski, Kim DeFrisco, Patsy Bryson.

Hooker Chemicals & Plastic Corp.-Marietta Ictor, Lance Marino, renne Collar, Meticha Armstrong, Jeff Miller, Ouida Cockerham, Marion Armstrong, Kimberly Pierce; St. Charles Natural Gas: Lisa Trey, Sabie Courville, Claire Roberts, Sheila Bergeron, June Modica.

Other students remained on the East Bank and viewed jobs at these sites: St. Charles Parish Public Schools: Yolanda Taylor, Jeffrey Guidry, Anna Oxner, Carla Charles, Deondra Fourche, Claire Roberts, Patricia Hotard, Wanda Falcon, Sheila Pfister, and Suzanne Laurent.

American Bank-Aileen Negrotto, Aletha Freeman, Wasey Alexander.

DuRocher Marine-Mitchell Radecker, David Schexnayder, Rockne Hymel Jr., Lousteau Ford-Tommy Smith, Lynn Landry.

Ace Lumber Co.-Gwendoly McDonald, Jacqueline Victor.

Students viewed various occupations but all the occupations center around the same type of work. Next six weeks the students will choose different clusters (including the same type of work) to explore.

BAND MAKING MARDI GRAS MUSIC

Mardi Gras means different things to different people but to Bank members Mardi Gras means excitement, confusion and very tired feet.

This year the DHS Band will march in five parades. Last weekend the Wildcats paraded in Pandora and Ivanso. Three parades are on their schedule for this weekend. Friday night the bank majorettes and flag corps, under the direction of Dale Wattigney, will march in Diana in Metairie. Saturday night DHS will be seen in Endymion and then will end their Mardi Gras season Monday night when they march in Zeus in Metairie.

GUEST SPEAKERS FOR ACTIVITY PERIODS

Activity periods have acquired a new meaning this semester. Various types of programs and speakers have been scheduled for students throughout the semester.

On Tuesday Mrs. Collette Scardino, probation officer in Orleans Parish, spoke to the first and second hour activity periods. Mrs. Scardino explained the probation system to the students and gave examples of actual cases and reasons why the juvenile was put on probation.

Mrs. Veronica Egan spoke to the third and fourth periods about adolescence. Mrs. Egan teaches Adolescent Psychology at Loyola University and is a mother of nine children. She talked with students about the physical and social changes that occur in them during the adolescent period. Mrs. Egan talked about problems adolescents face and stressed that all

DHS Happenings

ORATORICAL CONTEST

Kimberly Pierce was the first place winner of the American Legion Oratorical Contest held last Friday at DHS Placing second was Joan Cammon.

Participants gave two speeches, a prepared one and an extemporaneous speech. They were given the topic for extemporaneous speeches immediately before delivering the speech.

Other participants in the contest were Amber Rodrigue and Margaret Hymel. Judges were Mrs. Raymond Smith, Language Arts Supervisor; Ms. Sue Frilou, Language Arts teacher at New Sarpy; Ms. Sandra Stager and Miss Janice Culotta, English teachers at DHS.

BANANAS * PRETTY LEGS!

How would you feel after you ate 11½ bananas? If you're not sure, ask Mark Flannigan who was the winner of the Banana Eating Contest last Friday.

The Contest was held in the gym at the Pep Rally, February 25th. The second place winner was Belton Mathis who ate 11 bananas in 5 minutes. Monica Bergeron received the Booby Prize after she ate 3 whole bananas!

Also announced at the Pep Rally were the winners of the Pretty Legs Contest. Coach Picard, the head coach of the Basketball Team, won in the teachers' division and Milton Green, the center for the Basketball team, won in the students' division. The winners received their prizes at the Pep Rally which were panty hose, Easter basket and an Easter Bunny.

SPANISH CLUB WILL VISIT MEXICO

The Spanish Club is planning a trip to Mexico during the Easter holidays and is working on raising money to charter a bus. The fund-raising activities are candy sale, car wash, selling aluminum cans for recycling, and a garage sale.

The club is sponsored by Mrs. Andrea Ragas, foreign language teacher at DHS.

ETHNIC STUDIES PLANS TRIP

The DHS Ethnic Studies class is planning a field trip to the Cousharta Indian Reservation in Eroe, La. They are also planning a field trip to Destrehan Plantation. The

KIWANETTES LOOK FORWARD TO CONVENTION

Kiwantees are planning to attend the Key Club Convention in Memphis, Tenn., on March 11,12, and 13. All members worked hard, but unfortunately only three will be able to attend. The three girls chosen to represent DHS are: Carleen Cambre, Keah Ayme and Pam Matherne.

Sponsor of the club is Mrs. Gaete who replaced Ms. Venable. The club will be having a membership drive in the future.

SUPPORT DHS CHORUS!

The DHS Concert Choir are planning several fund raising profits to help purchase robes for the choir.

On March 12, there will be a Calendar Tea at the DHS Cafeteria at 7:30 p.m. Tickets are on sale for $2.00. If interested, you may contact Carla Smith, Vicky Ellis, or Mrs. B. Chissell, Chorus Instructor.

DHS TALENT SHOW

Come see the Talent Show at DHS Auditorium on April 14th, 1977. DHS students and faculty members will be showing their talents. An extravaganza of music will be held at DHS on May 5th. There will be day and night performances at 7:30 p.m. Performers will consist of DHS Concert Choir, and other students. Mrs. Chissell states on behalf of Choral Parent Club "We are always appreciative of those that support us toward the fund raising of the long awaited robes here at our school. Thank You."

EBCE STUDENTS CHANGE JOB CLUSTERS

As the 5 six weeks begins, the EBCE participants are being assigned to view occupations they have not previously explored.

In the Agricultural and National Resources cluster, Brent Turley, Lynn Landry, and David Scheznayder are to visit the St. Charles Grain Elevator. In business and office, Lisa Trey, Kim DeFrisco, and Patty Bryson will explore at the Bank of St. Charles In the cluster, Fine Arts & Humanities, Corliss Brown will observe at Good Hope Elementary; Victoria Vinnett Elementary; Mike Charles will explore Norco Primary; Milton Douglas, Ouida Cockerhan and Tommy Smith will view New Sarpy School teachers; Melicha Armstrong will go to St. Rose Middle School; and Gwendolyn Mc Donald will observe at St. Rose Primary.

Marietta Victor and Kimberly Pierce will visit the Industrial nurse at Union Carbide. In the Manufacturing cluster, Aletha Freeman and Patricia Hotard will visit Trans-Match; Aileen Negrotto Carla Charles, Rockne Hymel, Mitchell Radecker, and Yolanda Taylor will go to Union Carbide; and Sheila Bergeron Donna Levandoske, and Jeff Miller will observe at Shell Oil.

There are many cluster sites in Marketing and Distribution. Erick Sikes will go to DuRocher Marine; Sheila Pfister and Deondra Fourcha will observe at Loupe's Supermarket; Suzanne Laurent and June Modica will visit Lousteau Ford; and Wanda Falcon will go to the Norco Co-Op.

This six weeks, a new cluster, Personal Service, places Lance Marion and Kenneth Jackson at Mr. Victor Bradley, Attorney's office and the new cluster of recreation and Hospitality places Charles Hymel, Anna Oxner, Sable Courville and Jeffery Guedry at the Destrehan Manor House.

Rounding out the cluster sites in Public Service is Norco Gas & Fuel Company which will be the site for Keith Smith and Watsey Alexander.

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DHS Happenings

BEAUTY PAGEANT PLANNED BY BLACK CULTURE CLUB

As the month of February comes to an end, so will Barbara Leboyd's reign as "Miss Black St.Charles."

On March 26 at 7 p.m., a new queen will be chosen. Members of the DHS Black Culture Club have already begun their work in order to make this year's contest as successful as last year's. Committees have been chosen for decorating, entertainment, publicity, clean-up.

Plan now to attend the 4th Annual Beauty Pageant.

ACADEMICS IN EBCE

Although the unique aspect of Experience Based Career Education is the students' viewing various occupations, the academic phase of the program is very important. Since the students have a diversity of abilities and there are students from both tenth and eleventh grades, the curriculum must be individualized. EBCE students receive individualized instruction in Math and English as part of the program, then arrange regular classes in the afternoon.

The English and Math classes in EBCE consist of twenty students each. With such an ideal number of students, each can receive individual attention.

The EBCE Mathematics program offers individualized instruction in General Math, Career Math, Algebra I and II, Geometry, Trigonometry, Advanced Math and Calculus. After a student has made a career choice, individual programs will be designed to assist students in developing the skills necessary for that career choice. Each learning program includes a placement test, a brief description of the topic, a list of basic competency, behavioral objectives, learning activities to master these objectives, pre-test and post-test for each level. In addition to the instructional booklets, students will receive instruction and enrichment through the use of computoper, filmstrips, games, puzzles, projects, etc.

Students are assigned to ability, interest, needs and future plans.

EBCE English focuses on reading and writing skills. An individualized reading program utilizes cassette tapes to strengthen vocabulary, comprehension, and word attack skills. Students work at a level suited to their ability. Writing skills are improved through a program of structural grammar, where students learn not only the basic rules of grammar, but also how to write sentences consistent with these rules. In addition to this, students keep a weekly journal for writing practice and improvement.

4-H Achievement Day

Achievement Day is an important day for 4-H members. DHS 4-H members are already making plans for Achievement Day which will be held in May.

Members have been working on their record books which have to be turned in on March 14th. At their last meeting, each member signed up for various demonstrations.

ORDER YOUR REMOULADE NOW!

March 31 will be the last day to order your Remoulade Yearbooks for 1977-78. No extra copies will be ordered, so if you want one, you must order before March 31.

Remoulade will be trying special effects in their book this year, such as screening and conversion to set the off pictures. Also, the senior section will be set off from the rest of the book.

The advisors for the Remoulade are D.Lambert and B. Picard. The co-eidtors are: Melanie Tramonte and Wendy Williamson.

Allyson Alleman raised the most money selling ads for the Remoulade.

COUNSELORS AID STUDENTS

DHS counselors, Mrs. Zeringue and Mr. Stewart have been busy working with seniors and juniors. They recently visited all of the senior homerooms to tell students about scholarships, financial grants, different colleges and the importance of ACT and SAT tests.

MARCH 24, 1977

DHS Happenings

DHS DOESN'T QUIT

Even though DHS students aren't attending classes, things still aren't quiet at school. Many, many students, teachers and administrators are pitching in to keep DHS going! DHS DOESN'T QUIT!

Building temporary offices was one of the first tasks to be accomplished. Willard Bergeron and Assistant Principal Larry Sasser measured and drafted plans to set up headquarters in the Gym classrooms. Assisting them were Lennie Bergeron, Ralph Wilderson, Henry Alexander and Wendell Rochelle. DHS DOESN'T QUIT!

Assistant Principal Dan McLean has not yet settled down into one place. He's all over the school working with students' records and planning for the registration and scheduling for next year. DHS DOESN'T QUIT!

Our three secretaries have not stopped either. Mrs. Vera Waguespack salvaged as many materials and supplies as possible and started from there. She has a typewriter, desk and telephone and many things to do. Mrs. Ada Montz is at DHS with her smile, optimistic attitude and all those cumulative records! With assistance from Vi Hymel, Clara St.Pierre and Diane Lambert, Mrs. Montz continues working on her records. Our attendance clerk Mrs. Leola Schexnayder, isn't taking calls about absentee students, but she is organizing her office and records for the reopening of school. DHS DOESN'T QUIT!

Organizing the clean-up work is Mr. Jimmy Richardson. Using as many students as possible, Richardson and his crew are moving, cleaning, and repairing equipment, and doing general maintenance work. Also working in the building are other teachers and students. Chipper Simon and Al Serrantine are in there with students like Joey Chaisson, Patrick Macloud, Ricky and Jerry Wilson, Craig Robinson, Paul Simon, Richard Desurat, Chris Roussel, Darrin Keller, Steven Chaisson, Herman Francis, Mark Anderson. DHS DOESN'T QUIT!

Helping out with typing, answering the telephone and general clean-up work are many female students. Some of these helpers are: Margaret Hymel, Vicki Miller, Bonnie and Joy Rochelle, Cheryl Brignac, Kelly Braud, Kelly Montz, Jennifer Falgout, Giselle Wilson, Charlotte Terreil, Wanda Hill, Jill and Julie Steib. DHS DOESN'T QUIT!

Another face seen at DHS each day is Mrs. Iris Eugene, Bookstore Manager. She's been answering the phone and working on inventory for the Bookstore. DHS DOESN'T QUIT!

Organizing the entire campaign is Principal Frank Caliri. He has been busy coordinating work projects, meeting with school board personnel and others, making plans with the architects and mainly getting DHS ready for its opening. DHS DOESN'T QUIT!

FTA SHOWS APPRECIATION

The annual Teacher Appreciation Banquet sponsored by FTA will be held Friday, March 25 at the Hilton Inn on Airline Hwy. Guest speaker for the event is Mrs. Fran Spain, Executive Director of Rehabilitation Center of Burn Medicine in Baton Rouge. Highlight of the banquet will be the presentation of the Teacher of the Year Award and the presentation of the Achievement Awards to the most active members.

EBCE STUDENTS "In School" DESPITE FIRE

Since a major part of Experience-Based Career Education involves students' weekly exploration at community site, these students are still going out to their job sites even though regular classes in Destrehan have not been in session.

The students meet Ms. Walker at New Sarpy Middle School where they sign in, receive instructions for the day, then are bussed to their various sites. After a full day "at work" they return to New Sarpy to ride the buses home.

Taft News

UNION CARBIDE CHEMICALS AND PLASTICS

CARBIDE HOSTS FIRST E.B.C.E. GROUP. . .These eight Destrehan High School students shown here with Employee Relations Associate, Keith Raper (center), are beginning a new educational program of Experienced Based Career Education. The cooperative industry-business-school effort will allow 240 St. Charles Parish high school students, at its peak, to explore 15 job and career clusters during a six weeks period and to become more familiar with types of jobs and job opportunities open to them.

The Federally funded program is one of 41 grants given in the United States and will include students from both Destrehan and Hahnville High Schools next year.

The students are, from left to right: Mike Charles, Corliss Brown, Dedra [illegible], Milton Douglas, Keith, Eric Sikes, Charles Hymel, Keith Smith, and [illegible]

MAINTENANCE TECHNICIAN, Tom Floyd, explains the operation of a lathe in the No. 1 East Maintenance area to Destrehan High School EBCE student, Brent Tusley, during one of his visits to the Taft Plant. Brent was one of seven Destrehan students taking part in the Experienced Based Career Education Program, a cooperation effort between local industry and business and the St. Charles Parish School System.

The purpose of the program--and Tom Floyd's job--is to acquaint students with the types of occupations available in the local area and the education and training necessary to acquire them.

HOOKER CHEMICALS & PLASTICS

Experience-Based Career Education Program

A new partnership is being formed between Hooker Chemicals and Plastics, Taft Plant, and the Experience-Based Career Education Program. The Experience-Based Career Education (EBCE) is a totally new concept geared to provide the youth of St Charles Parish with an awareness of the many career choices available to them.

The St Charles Parish School system will provide the students with typical subject areas found in secondary schools. Local industry will provide an outline of different employment opportunities and their responsibilities. Thus, EBCE combines learning activities in and outside the school to form a balanced, comprehensive, individualized program for instruction.

While these students are on the plant site, try to answer any questions they may have. Remember, these young people represent the future work force.

BARTON NEWS

The Luling Plant has agreed to become a partner, with the St. Charles Parish Schools, in an exciting program that provides an opportunity for greater dividends to the business and industrial community. The program is known as EXPERIENCE-BASED CAREER EDUCATION and is geared toward making our parish students more aware of the many career choices available to them in such companies as Monsanto. Diane Smith is the Resource Coordinator for the Parish School System and is already working closely with yours truly, who was appointed as the Program Site Coordinator for Monsanto. The Program will directly involve many of you here at the plant and it's quite likely that several of you will already have been contacted by the Site Coordinator by the time you read this article.

APPENDIX D

FOURTH QUARTER PUBLICITY RELEASES

St. Charles Public Schools Salute Area Business & Industry

Luling--The St. Charles Parish Public Schools would like to express our sincere appreciations to all business and industry participants in the 1977-78 Experience-Based Career Education program. Only through the willingness of civic-minded individuals are we able to implement an effective EBCE program. The participating students receive invaluable experience in a "real-life" work environment, and these on-the-job experiences would be impossible to duplicate realistically in the classroom.

We are looking forward to continuing this relationship, and wish to commend you for the interest and efforts you have displayed as our partner in improving education for the EBCE students.

The 1977-78 EBCE business and industry participants are:

ST. CHARLES PARISH

WEST BANK

Allemands Elementary School
American Bank
Bank of St. Charles
Boh Brothers' ConstructionCo.
Boutte Ace Lumber
DeJean's Store
Farmers Export Company
First National Bank of St. Charles
Fisher Furniture Company
Gibson Discount
P.L. Glaser, D.D.S.
Hahnville Elementary School
Hahnville Jr. High School
Hollimon's Grocery
T.W. Jones, D.D.S.
Killona Elementary School
Louisiana Cooperative Extension Service
Louisiana Wildlife & Fisheries Commission
Luling Drug
Luling Elementary School
Luling House of Flowers
Luling Nursing Home
Madere's Garage
Majoria's Food Center
J.B. Martin Jr. High
Martin's Garden Center & Landscape Co.
Massman-Johnson Construction
Mimosa Park Elementary School
Monsanto Co.
Mooring Chiropractic Clinic
Price's Furniture & Appliances
Richard's Department Store
Rittiner Engineering
River Parishes Guide
River Parish Maintenance
River Ways Harbor Service
Riverside Supermarket
St. Charles Hospital
St. Charles Parish Clerk of Court
St. charles Parish Library
St. Charles Parish Sheriff's Department
St. Charles Parish Special Ed.
St. Charles Parish Waterworks
St. Charles Vision Clinic
Sampey Seafood
C.J. Scapero, D.D.S.
Simoneaux's Pond
A.A. Songy, Sr. Elementary
T. G. & Y.
Theriots' Marine
Union Carbide
R.J. Vial Middle School
West's Department Store
Willowdale Country Club

EAST BANK

Adams Food Villa
American Bank
Bank of St. Charles
Ben Franklin
Destrehan Plantation
Durocher Marine
Fremin-Smith Service
Greater New Orleans Towing Service
Good Hope Elementary
Loupes Supermarket
Lousteau Ford
Migliores Ship Chandler
New Sarpy Middle School
Norco Construction Company
Norco Co-Op
Norco Elementary School
Norco Gas & Fuel Company
Norco Primary School
Potterosa Stables
Ralph Miller-Wayne Foley, Attorneys
St: Charles Community Action Program
St. Charles Grain Elevator
St: Charles Herald
St. Rose Middle School
St. Rose Primary School
Shell Manufacturing Complex
Victor Bradley, Attorney

ST. JOHN-ST. JAMES PAR.

Alkin Office Supply
E.I. DuPont DeNemours & Co.
Gibson
Joan's Day Care Center
Joyce's Art's & Crafts
LaPlace Pet Shop
L'Observateur
Louisiana Power & Light
MacDonald's
Merle Norman Cosmetic Studio & Boutique
Mike's Custom Cycle Shop
National Supermarket
Pick's Auto Parts
Riverlands Animal Hospital
St. John the Baptist Parish Assessor's Office
St. John the Baptist Parish Housing Authority
St. John the Baptist Parish Library
St. John the Baptist Parish Sheriff's Office
T. G. & Y.
WCKW-WKQT Radio Station

JEFFERSON PARISH

City of Kenner
Federal Aviation Administration
Host International
Innovations
Laitram Corporation
Louisiana Transit Company
Mobile Buildings
National Weather Service
New Orleans Mack Trucks
Orleans Sales and Service
Pontchartrain Levee Board
Ramada Inn
Security Van Lines
Texas International Airlines
Trans-Match
Zahn's Florist

APPENDIX E

FINAL REPORT OF THIRD PARTY EVALUATOR

EXPERIENCED-BASED CAREER EDUCATION PROGRAM

1976-77

Final Report
Third Party Evaluator

October, 1977

St. Charles Parish School Board
Dr. Robert C. Rice, Superintendent
P.O. Box 46
Luling, LA 70070

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I. INTRODUCTION

The U. S. Office of Education and the National Institute of Education have identified educational problems related to successful career selection and pursuit. These problems include an asserted gap between traditional school experience and preparation for adult vocational life, perceived deficiencies in the career awareness of youth and inadequate information and strategies for making rational, self-determined career choices. In an effort to remediate these problems, the Federal government has sponsored the development of career education programs.

The program described in this section of the narrative is an experience-based career education program designed as a Priority I Exemplary Project in Vocational Education as announced on pages 8040-8044 of the February 24, 1976 Federal Register, Volume 41, Number 37.

The program is a local adaptation of Career Education and was developed in concert with Research for Better Schools(RBS). RBS Career Education is one of the versions of experience-based career education developed under the auspices of the National Institute of Education. The program presented in this section is responsive to local needs and marshals local resources as a solution to the identified needs.

The St. Charles Parish Experience-Based Career Education Program(EBCE) has as its goal "increasing the relevance of school to the world of work." To realize this goal, three major objectives

are identified for integration in an overall learning plan.

1. to provide a broad information base about the cognitive and affective dimensions of careers to students including life role skills and job related skills

2. to develop decision-making skills of students

3. to increase academic proficiency of students in English and mathematics

Overview of the Program. The Experience-Based Career Education Program has three instructional components - Career Development, Career Guidance and an Academic Resource Center. The first occurred at resource sites in the community and the latter two at Destrehan High School. The EBCE Program is being integrated into the regular school offerings of the St. Charles Parish School System.

Each of the instructional components is described below.

Career Development. The CAREER DEVELOPMENT component of the EBCE Program provides for the improvement of student career development through experiential learning activities throughout the community. The implementation of this component is resulting in the establishment of a cooperative school-community relationship to identify and recruit resources for these activities, to develop specific instructional programs for students and to supervise the operation and continuing development of these programs. Access to adults in their normal working environment is an underlying principle upon which these activities are structured.

The CAREER DEVELOPMENT component includes two types of instructional activities: EXPLORATION AND SPECIALIZATION. The implementation of the component requires the identification and development of appropriate and accessible learning activities for both.

EXPLORATION is designed to promote career awareness, a general understanding of work environments and the economic system. EXPLORATION is a series of mini-courses held at community resource sites. Each mini-course is organized around related career areas (e.g., Health or Manufacturing). The scheme used to cluster these related career areas is the U.S.O.E. Clusters. These mini-courses include both group and individual activities for students. The scope of a particular series will reflect resources in the community. Each mini-course in career exploration is developed jointly by school and community resource staff. The series as a whole provides for student awareness of as broad a range of available career opportunities as possible.

All students in the EBCE Program take EXPLORATION courses. EXPLORATION is a continuing activity for students scheduled periodically through at least the student's first year in the program.

For EXPLORATION students had available in the Spring, 1977 a series of approximately eleven clusters of resource sites including: Agriculture and Natural Resources; Business and Office; Construction; Fine Arts and Humanities; Health; Manufacturing;

Marketing and Distribution; Personnel Services; Public Services; Recreation and Hospitality and Transportation.

Approximately thirty-four related companies have volunteered their combined resources to plan and conduct cluster programs. Examples of companies and retail establishments who have volunteered their resources to plan and conduct cluster programs include the following: Farmers' Export Company; St. Charles Grain Elevator; American Bank; Bank of St. Charles; Shell Manufacturing Complex; Hooker Chemical and Plastics Corporation; Union Carbide; Federal Aviation Administration; Texas International and Pontchartrain Levee Board.

Each cluster program is developed jointly by representatives of the participating resource sites and EBCE. All programs are conducted by employees of the participating companies and establishments. For each six week academic period, students select one of the available clusters for their exploration experience.

SPECIALIZATION is a program of independent study projects developed and organized by students, particularly to further their preparation for a specific career area.

To insure that students have an individualized learning plan into which they have furnished input, they select an <u>exploration</u> activity area and work with project staff in designing individual <u>specialization</u> activities and contracts. In addition, a participant provides input for the individual learning package in the ARC and preparation for a specific career area. Using

information about available community resources, the student and project staff draft preliminary outlines and identify people and facilities in the community with whom the student will work on the project. The student then negotiates a specific learning contract for the project with the community participants. Projects may involve academic research or social service, as well as the development of specific career skills, and may vary in length from a few weeks to a full school year.

All students are required to complete at least one Specialization. Students are, also, encouraged to develop projects which can satisfy both career development and academic development objectives.

In all cases, instruction and facilities for EXPLORATION and SPECIALIZATION are provided by community participants with the supervision of school staff. Since these activities are designed as student learning experiences, students are not paid for their participation. Students travel to resource sites within the community for EXPLORATION and SPECIALIZATION and schedule 5 to 6 hours per week of CAREER DEVELOPMENT throughout the year.

The Resource Coordinator works with resource site liaison people in the participating businesses and industries to provide ample orientation of safeguarding the activities of participating students. The activities in which the students engage should comply with the provisions of the Fair Labor Standards Act and

the site must meet the standards of the Occupational Safety and Health Act.

Since the participating students are engaging in non-paid work, the job analyses prepared by the Resource Coordinator and the Site Liaison person contains student activities that comply with the child labor provisions. Monitoring procedures insure avoidance of hazardous occupations, hours of participation and safety provisions.

It is the responsibility of the resource coordinator not only to orient participating employers to these requirements, but also to conduct periodic on-site visits to monitor project activities. This will be supplemented by Third Party Evaluator Monitoring. This enables an accurate assessment as to the compliance of site activities with above mentioned safeguards.

Career Guidance. The CAREER GUIDANCE component provides for the improvement of student career development through a program of group guidance instruction. The implementation of this component results in the establishment of scheduled guidance groups working with a decision making skills curriculum: CAREER CLARIFICATION: A PROBLEM-SOLVING APPROACH developed by RBS.

The CAREER GUIDANCE component assists students in acquiring the knowledge and skills needed to assess and relate their experiences in and outside the school to their own career development. The guidance group is both an instructional setting in

which to learn and apply these decision-making skills and a forum in which students can share information about community learning experiences and can deal with problems in learning to use community resources effectively. The Career Clarification curriculum teaches students procedures for self-assessment, organizing information, planning, values clarification and decision-making in the context of basic problems the students encounter in the program (e.g., designing and scheduling projects to acquire specific career skills), and in terms of issues they will be learning about through their experiences in the community (e.g., adult perceptions of youth, effective dimensions of work).

Students participate in career guidance activities two periods a week. To permit maximum opportunity for student integration of experiences in the program, sessions are scheduled the day before and after Career Development Unit activities.

The guidance counselors are charged with a responsibility to facilitate student entry into the next level of education and/or training. The school system endorses the goal of providing academic and/or vocational placement of participating students. Preliminary links are established with Comprehensive Employment Training Act (CETA) personnel and employment agencies to enlist support for placing students in jobs. The counselor, in addition to helping the students to job placement or further education, conducts an annual follow-up to assess student ability to succeed in the world of work or education.

The Academic Resource Center. The ACADEMIC RESOURCE CENTER(ARC) provides for the improvement of student career development through a program of individualized instruction in English and mathematics emphasizing student self-direction and performance criteria. The Center uses an instructional management system that is based on performance objectives and available curriculum materials, and which is responsive to graduation requirements, student interests, scheduling needs and teacher adaptation and extension to additional subject areas. The implementation of the ARC is, also, intended to initiate development by school staff of instructional activities for the Center which integrates experiential learning and/or career development and which provides support for student learning activities in the community.

Students take their English and mathematics courses at the Center. The Center program includes group and individual instruction inside the school and projects utilizing available community resources. All students are required to satisfy basic competency requirements in English and mathematics established by the Center staff during the implementation process. Students schedule 10 periods per week in the ARC. This is done on a flexible scheduling basis to permit students to participate a full day each week in Career Development activities.

These three instructional components constitute the essence of the St. Charles Parish EBCE Program. They are characteristically individualized and responsive to student needs. The program has

been designed to maximize student development and choice within an operational structure which can effectively serve a large number of students at reasonable costs.

During this first project period, the evaluation of the EBCE project has been a developmental effort which reflects the status of the project itself. During the first period of operations(1976-77) the evaluation activities were predominantly formative in nature. Major emphasis has been placed on the process and program linkage phases of the project. Site development, learning plans and student recruitment received major emphasis. The students were selected as participants for the period January 20, 1977 - May 18, 1977. It was possible to select randomly from the pool of applicants sufficient students for both the experimental and control groups. Both groups are considered as randomly sampled from the population. While representative of the population, the groups are not considered equivalent and, therefore, constitute a quasi-experimental design.

The remainder of this report is intended to present the EBCE Program findings in a concise research format. Procedural sections include Student Samples, Student Attrition, Instruments and Evaluation Design. In the Results section, hypothesized student effects are tested using designated statistical procedures. The concluding section, Summary and Recommendations, briefly presents the significance of the findings.

II. STUDENT SAMPLES

During the spring semester of the 1976-77 academic year, tenth and eleventh grade students participated in the EBCE Program. The experimental and control groups were identified for the evaluation of the results of this program. The experimental(E) and control(C) groups were randomly selected from the pool of applicants.

Demographic characteristics were collected to provide basic information on the total range of students available for the evaluation of the 1976-77 EBCE Program. The characteristics selected were age, grade level, sex, race, reasons for enrollment in the program, parental occupation and educational level, plans to graduate and post-secondary plans. These data are presented for both student groups as they were constituted at the beginning of the school year.

Sex

Over sixty per cent of the students who participated in the EBCE Program or served as control counterparts were female. This disproportion reflects the sex category distribution of applicants to the program this year.

Race

Over sixty per cent of the students involved in the project were white. This is representative of the applicant pool.

Grade Point Average

Approximately 97 per cent of the students who participated in the EBCE Program or served as control counterparts had grade

point averages of 1.5 or more on a 4.0 system. Approximately 43 per cent had grade point averages of 2.5 or better.

Attendance

Over two-thirds of the participating students had excellent attendance records according to the data available.

Post Secondary Plans

Applicants to the Experienced Based Career Education Program indicated what they expected to do after completing their secondary school program. Students stated as many choices as applied. Based on first plan choices, twenty-three per cent of the responses indicated that students planned to attend four year colleges or universities. Forty-one(41) per cent of the responses indicated students planned on full-time employment and nearly ten per cent of the responses indicated that students planned on part-time employment. Over eleven(11) per cent of the responses indicated that students planned further formal vocational, technical, trade or business training. Table I presents information regarding students post secondary plans.

Parental Educational Level

Students who applied for the EBCE program were asked to indicate the educational level of each of their parents. Thirty-one(31) per cent of the fathers and nearly fifty(50) per cent of the mothers were at least high school graduates. Another fifteen per cent of the fathers and seventeen per cent of the mothers had some high school training. Over three per cent of the fathers and nearly ten per cent of the mothers had some college training. Table II presents information regarding the

father's educational level and Table III presents information regarding the mother's educational level.

Reasons for EBCE Program Enrollment

It should be restated that all participants volunteered for the EBCE program. In view of this voluntary participation, it is deemed significant to determine the reasons students enrolled. The most often indicated reason was "to receive counseling about what to do after I finish school." The next most important reason was "to find out about careers." These two reasons accounted for over half of the primary reasons for enrollment in the EBCE program. Table IV presents the primary reasons for enrollment in the program.

Parental Occupations

Students who applied for the program indicated the occupation of each of their parents. Over fifty per cent of the fathers were skilled or semi-skilled workers. Nearly forty per cent of the mothers were homemakers. Nearly seventeen per cent of the mothers were either clerical and sales workers or unskilled employees. Table V presents paternal occupations and Table VI presents maternal occupations.

Occupational Plans

Applicants to the EBCE program were asked to state their immediate and long-range occupational plans. Long-range occupational plans were in the context of five years after completion of education.

Immediate Occupational Plans. Over twenty per cent of the students indicated that they planned to be clerical and sales workers, technicians or owners of small businesses immediately after completion of their education. Over eighteen per cent said they planned to be managers, proprietors of medium sized businesses and lesser professionals. Almost thirteen per cent planned to be skilled manual employees. Slightly less than twelve per cent planned to be higher executives, major professionals or proprietors of large concerns. Table VII presents the immediate occupational plans of students.

Long-range Occupational Plans. Over twenty-two per cent of the students indicated that they planned to be clerical and sales workers, technicians and owners of little businesses. Over twenty per cent indicated that they planned to be business managers, proprietors of medium sized businesses and lesser professionals. Over seventeen per cent planned to be higher executives, proprietors of large concerns and major professionals. Table VIII presents the long-range plans of students.

TABLE I

Post Secondary Plans

Plan	Number	Per Cent
Full-time employment	35	40.7
Apprenticeship or on-the-job training program	2	2.3
Regular military service or a service academy	2	2.3
Full-time homemaker	4	4.7
Vocational, technical, trade or business school	10	11.6
Study of academic courses at junior or community college	2	2.3
Study of technical or vocational subjects at junior or community college	2	2.3
Four-year college or university	20	23.3
Part-time employment	8	9.3

TABLE II

Educational Level(Father)

Plan	Number	Per Cent
Elementary school	2	2.3
Junior High school	14	16.3
Some high school training	13	15.1
High school diploma	27	31.4
Some college training	11	12.8
College degree	3	3.5
Some graduate school training	1	1.2
Graduate school degree	4	4.7
Other	7	8.1

TABLE III

Educational Level(Mother)

Plan	Number	Per Cent
Elementary school	3	3.5
Junior High school	12	14.0
Some high school training	15	17.4
High school diploma	42	48.8
Some college training	2	2.3
College degree	8	9.3
Some graduate school training	--	--
Graduate school degree	2	2.3
Other	2	2.3

TABLE IV

Reasons for EBCE Enrollment

Plan	Number	Per Cent
To receive counseling about what to do after I finish school	27	31.4
To have more individual attention in my school program	4	4.7
To find out about careers	22	25.6
To have learning activities outside of the school	1	1.2
To get into a program different from regular school	5	5.8
To get help in finding a job	12	14.0
To make new friends	1	1.2
To get job training	12	14.0

TABLE V

Paternal Occupation

Occupation	Number	Per Cent
Higher Executives, proprietors of large concerns and major professionals	4	4.7
Business managers, proprietors of medium sized business and lesser professionals	13	15.1
Administrative personnel, small independent business owners and minor professionals	4	4.7
Clerical and sales workers, technicians and owners of little businesses	4	4.7
Skilled manual employees	30	34.9
Machine operators and semi-skilled employees	18	20.9
Unskilled employees	3	3.5
Homemaker	--	--
Unemployed	2	2.3
Other	7	8.1

TABLE VI

Maternal Occupation

Occupation	Number	Per Cent
Higher Executives, proprietors of large concerns and major professionals	1	1.2
Business managers, proprietors of medium sized businesses and lesser professionals	13	15.1
Administrative personnel, small independent business owners and minor professionals	2	2.3
Clerical and sales workers, technicians and owners of little businesses	11	12.8
Skilled manual employees	3	3.5
Machine operators and semi-skilled employees	5	5.8
Unskilled employees	7	8.1
Homemaker	33	38.4
Unemployed	4	4.7
Other	6	7.0

TABLE VII

Immediate Occupational Plans

Plan	Number	Per Cent
Higher executives, proprietors of large concerns and major professionals	10	11.6
Business managers, proprietors of medium sized businesses and lesser professionals	16	18.6
Administrative personnel, small independent business owners and minor professionals	6	7.0
Clerical and sales workers, technicians and owners of little businesses	20	23.3
Skilled manual employees	11	12.8
Machine operators and semi-skilled employees	6	7.0
Unskilled employees	4	4.7
Homemaker	6	7.0
Unemployed	--	--
Other	6	7.0

TABLE VIII

Long Range Occupational Plans

Plan	Number	Per Cent
Higher executives, proprietors of large concerns and major professionals	15	17.4
Business managers, proprietors of medium sized businesses and lesser professionals	18	20.9
Administrative personnel, small independent business owners and minor professionals	6	7.0
Clerical and sales workers, technicians and owners of little businesses	19	22.1
Skilled manual employees	8	9.3
Machine operators and semi-skilled employees	3	3.5
Unskilled employees	1	1.2
Homemaker	8	9.3
Unemployed	--	--
Other	6	7.0

III. STUDENT ATTRITION

Student attrition in general and as it relates to specific educational programs presents difficulties. The attrition rate in the EBCE Program was slightly under ten per cent. This is well below the system average.

The eight dropouts, as reported by the Project Coordinator, included four males, four females, four blacks, four whites and four students from each grade level. Of this number, seven resigned from school and one expressed a feeling of incompatability with the program.

IV. INSTRUMENTS

The EBCE program proposal identified three general areas in which student outcomes were of interest to the project. Those areas were (1) Career Skills (2) Life Skills and (3) Basic Skills. Additionally, the program had need of basic demographic information for students who participated in EBCE or who were members of the control group. The instruments used in each area are discussed below.

Student Demographic Questionnaire

The Student Demographic Questionnaire collects information such as student name, address, telephone number, birth date, sex, grade level and ethnic group membership. The Student Demographic Questionnaire solicits grade average, attendance rate, plans after completing secondary school program and reason for applying to the Career Education Program. The Student Demographic Questionnaire also requests parental occupations and levels of education as well as the short-term and long-term occupational plans of students.

Career Maturity Inventory

This instrument is designed to measure career-related attitudes and competencies. The competence tests are recommended for use with career education programs and are listed below.

(Career Skills)

1. Knowing Yourself
2. Knowing About Jobs
3. Choosing a Job
4. Looking Ahead
5. What Should They Do?

Self-Directed Interest Inventory

This is a research-form adaptation of the "Self-Directed Search" developed by John Holland. It measures occupations considered, activities preferred, perceived competencies, occupations of interest and self-estimates of abilities. Scores from each area are reported in terms of ranked categories in Holland's configuration: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. (Career Skills)

Student Attitude Survey

This instrument is designed to measure student attitudes toward school, work, self and others. It includes items from the Assessment of Student Attitudes Toward Learning Environments, the Career Attitude Survey, the Berger Acceptance of Self Scale and the Berger Acceptance of Others Scale. Separate scores are yielded in each area. Reliability and validity studies have been completed. (Life Skills)

SRA Assessment Survey

The Survey is used in the school system as an accountability measure for all students. The grade equivalent scores used in this project include: total reading, total mathematics, total language arts and the composite equivalent. (Basic Skills)

Attitude Inventories

These were locally constructed and validated in 1974. In this project, they were administered to parents, teachers and experience site coordinators. These instruments yield a global score.

V. EVALUATION DESIGN

The design for 1976-77 was organized around two sets of hypotheses and one set of tasks. The first set was formal propositions to be tested using the results from the pre-test/post-test battery. They were as follows:

Career Development (Career Skills)

1. Experimental(E) students will acquire increased mastery in career knowledge.
2. Experimental students will acquire significantly greater mastery in career knowledge than control(C) students in a traditional high school.
3. Experimental students will acquire increased maturity in career planning.
4. Experimental students will acquire significantly greater maturity in career planning than control students in a traditional high school.

Career Guidance (Life Skills)

1. Experimental students will exhibit growth in positive attitudes toward self.
2. Experimental students will develop significantly more positive attitudes toward self than control students in a traditional high school.
3. Experimental students will acquire growth in positive attitudes toward school and this program.
4. Experimental students will develop significantly more positive attitudes toward school and this program than control students in a traditional high school.

Academic Resource Center(Basic Skills)

1. Experimental students will satisfactorily achieve in the basic academic skills of reading and mathematics.

2. Experimental students will acquire mastery in the basic academic skills of at least as high a level as control students in a traditional high school.

Hypothesis testing of growth within groups was accomplished using correlated t-tests on pre-test and post-test scores. Hypothesis testing relative to growth between groups utilized analyses of covariance. The overall design was quasi-experimental with randomly selected groups. These hypothesis could be tested only over a half year as the students participated only from January 20 - May 18, 1977.

Within each major area of intended program effect there were two categories of hypotheses. One treated gains within each group and the other was concerned with the performance of the experimental group relative to the control group. The second set of hypotheses was less formal propositions which concerned only the experimental group.

Parents will evidence a positive attitude and commitment regarding this program.

Experience site coordinators will evidence a positive attitude and commitment regarding this program.

Teachers and administrators will evidence a positive attitude and commitment regarding this program.

The second set of hypotheses were thus oriented toward more generalized issues. No criteria for absolute success was specified. The results were intended to indicate relative efficacy. Success was defined as the completion of the task.

Program Planning:

1. To prepare a work flow chart and an activity checklist.

2. To establish a cooperative school-community relationship.

3. To publicize program to students, teachers and community.

4. To develop approaches in terms of the ARC element to increase academic proficiency of students in English and mathematics. (The ARC approach will parallel the RBS model).

5. To develop avenues for providing a broad information base about the cognitive and affective dimensions of careers to students.

6. To develop methods for increasing decision-making skills of students.

Program Implementation:

1. To recruit students and to identify the other resources required for the successful implementation of the program elements.

2. To develop and initiate instructional activities which integrate experiential learning and/or career development and provide support for student learning activities in the community.

3. To supervise the operation and continuing development of the components in each major element--Career Development, Life Skills and ARC.

4. To establish scheduled group guidance sessions to work with decision-making skills.

5. At the conclusion of the project, at least 90 per cent of the parents of participating students will express a positive attitude toward the EBCE program and school system.

6. At the conclusion of the project year, at least 75 per cent of the employer participants in the program will express endorsement of the EBCE project and its concept.

7. At the conclusion of the project year, at least 90 per cent of the faculty in the participating school(s) will express a positive attitude toward the EBCE Program.

Freedom from Sex Bias and Role Stereotyping:

1. To establish a procedure and concurrent monitoring process in an effort to remove all traces of sex bias and role stereotyping from data gathering instruments, instructional materials and work assignments and experiences.

2. To establish a procedure for assigning participating students to the resource community.

When planned this design was viewed as a comprehensive one, allowing investigation of major areas of intended program effect. Following the collection of the data and a cursory review, it was decided that perhaps two exhibits should be included to provide some insight into the subjective feelings of the student participants. This reference is included in this section because the third party evaluator made this decision and was responsible for these items. The third party evaluator met with the participants and solicited their responses to several questions regarding the program. The cassette tape is Appendix A of this report. Secondly, the evaluator reviewed the "Journal's" of the participants and selected one as typical of the majority. The selected journal is presented as Appendix B.

VI. RESULTS

This section presents analyses related to the student effects of the EBCE Program from January 20 - May 18, 1977 and staff processes in establishing this program. Two types of analyses are included: testing of hypotheses and process summary.

Testing of Hypotheses

The EBCE Program hypothesized student effects in three general areas: (1) Career Development(Career Skills), (2) Career Guidance(Life Skills), (3) Academic Resource Center(Basic Skills). Altogether, ten hypotheses of student effects were to be tested using the instruments and statistical procedures outlined in Section V of this report.

Tests for Between Group Differences

Since experimental and control groups were available, multivariate analyses of covariance were performed for the scores within each instrument. Posttest scores were the criterion, pre-test scores the covariate and group membership the independent variable. An exception to this analysis paradigm was provided by the procedure for analyzing the SDII. Since this instrument generated a dichotemous score, chi squares between experimental and control groups were computed.

The hypotheses relating to the Academic Resource Center (Basic Skills) were tested using the "T" test difference method with equal groups. Both hypotheses were tested.

Following an analysis of the group difference on the Career Maturity Inventory, Student Attitude Survey and the Self-Directed Interest Inventory, available data negated the need to test the hypotheses listed below. Tables I.-XVI present the data for this decision.

Career Development(Career Skills)

1. Experimental(E) students will acquire increased mastery in career knowledge.

2. Experimental students will acquire increased maturity in career planning.

Career Guidance(Life Skills)

1. Experimental students will exhibit growth in positive attitudes toward self.

2. Experimental students will acquire growth in positive attitudes toward school and this program.

The results of the analyses conducted are presented in the following pages by instruments. These instruments were used in testing several hypotheses.

Career Development(Career Skills)

1. Experimental students will acquire significantly greater mastery in career knowledge than control(C) students in a traditional high school.

2. Experimental students will acquire significantly greater maturity in career planning than control students in a traditional high school.

Career Guidance(Life Skills)

1. Experimental students will develop significantly more positive attitudes toward self than control students in a traditional high school.

2. Experimental students will develop significantly more positive attitudes toward school and this program than control students in a traditional high school.

Career Maturity Inventory

The analysis of covariance for overall CMI effects between the experimental and control groups yielded an "F" value of 0.6679. This indicates no significant differences in outcomes, as measured by the CMI, attributable to participation in the BBCE Program. This data is presented in Tables IX and X.

Student Attitude Survey

The analysis of covariance indicated significant program effects in this area with an overall "F" of 3.61(p. = .01). The individual subtests were then checked to determine where the significant differences lay. From these results, it was apparent that between group significance was due to experimental group superiority in "Others Concept." This component does not directly relate to the project hypotheses but it does provide evidence of growth. This data is presented in Tables XI and XII.

Self-Directed Interest Inventory

Although this measure has primary use as a counseling tool for career placement, it also provides a measure of career maturity. Chi squares between experimental and control groups were computed for the pretest and posttest. No significant difference was obtained and the program hypotheses are nullified. Tables XIII-XVI present the data used in this determination.

TABLE IX

Career Maturity Inventory
Raw Scores

Group (Subtest)	Pretest				Posttest			
	Experimental		Control		Experimental		Control	
	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd
Knowing Yourself	11.5	3.68	11.4	3.72	10.1	4.22	9.8	4.88
Knowing About Jobs	12.2	4.66	13.3	4.03	10.8	5.04	11.4	5.51
Choosing a Job	9.3	3.42	10.2	3.40	9.4	4.87	8.6	3.69
Looking Ahead	9.2	4.86	10.4	3.58	10.2	5.30	10.2	4.07
What Should They Do	6.8	3.46	8.1	2.79	8.1	5.07	7.8	3.42

Pretest
Experimental = 42
Control = 45

Posttest
Experimental = 41
Control = 46

TABLE X

Career Maturity Inventory
Pretest - Posttest Difference Scores

Group (Subtest)	Experimental	Control	F
Knowing Yourself	-1.5	-1.6	0.82
Knowing About Jobs	-1.4	-1.9	0.09
Choosing a Job	.1	-1.6	1.50
Looking Ahead	1.0	- .2	0.04
What Should They Do	-1.3	- .3	0.19

Overall effect F value = 0.6679

TABLE XI

Student Attitude Survey
Raw Scores

Group (Subtest)	Pretest				Posttest			
	Experimental		Control		Experimental		Control	
	$\bar{x}$	sd	$\bar{x}$	sd	$\bar{x}$	sd	$\bar{x}$	sd
Learning Attitudes	3.45	.65	3.38	.50	3.43	.51	3.34	.51
Career Attitudes	3.61	.40	3.72	.50	3.57	.47	3.63	.52
Self Concept	3.47	.60	3.47	.53	3.49	.59	3.53	.46
Others Concept	3.62	.65	3.45	.52	3.39	.63	3.57	.53

Pretest
Experimental = 43
Control = 45
Posttest
Experimental = 41
Control = 46

TABLE XII

Student Attitude Survey
Pretest - Posttest Difference Scores

Group (Subtest)	Experimental	Control	F
Learning Attitudes	- .02	- .04	0.17
Career Attitudes	- .04	- .09	0.11
Self Concept	.02	.06	0.70
Others Concept	- .23	.12	10.06

(p<.01)

Overall effect F value = 3.61
Significant at .01 level

TABLE XIII

Self-Directed Interest Inventory
Pretest Distribution - Control

Observed	Expected	(O-E)	$(O-E)^2$	$(O-E)^2/E$
10.3	9.7	.6	.36	.03
11.7	8.2	3.5	12.25	1.40
7.2	5.9	1.3	1.69	.20
5.0	9.1	4.1	16.81	1.90
1.8	3.1	1.3	1.69	.50
9.0	9.0	0	0	0

chi square = 4.03 not significant

TABLE XIV

Self-Directed Interest Inventory
Pretest Distribution - Experimental

Observed	Expected	(O-E)	$(O-E)^2$	$(O-E)^2/E$
8.4	9.0	.6	.36	.04
4.2	7.7	3.5	12.25	1.50
4.2	5.5	1.3	1.69	.30
12.6	8.5	4.1	16.81	1.90
4.2	2.9	1.3	1.69	.50
8.4	8.4	0	0	0

chi square = 4.24 not significant

TABLE XV

Self-Directed Interest Inventory
Posttest Distribution - Control

Observed	Expected	(O-E)	$(O-E)^2$	$(O-E)^2/E$
6.0	10.8	4.8	23.04	2.10
8.2	6.5	1.7	1.89	.20
10.4	8.3	2.1	4.41	.50
10.4	10.5	.1	.01	.00
1.4	1.8	.4	.16	.08
9.7	7.9	1.8	3.24	.40

chi square = 3.23 not significant

TABLE XVI

Self-Directed Interest Inventory
Posttest Distribution - Experimental

Observed	Expected	(O-E)	$(O-E)^2$	$(O-E)^2/E$
14.4	9.6	4.8	23.04	2.40
4.1	5.8	1.7	1.89	.30
5.3	7.4	2.1	4.41	.50
9.4	9.3	.1	.01	.00
22.0	1.6	.4	.16	.10
5.3	7.1	1.8	3.24	.40

chi square = 3.70 not significant

SRA Assessment Survey

This achievement test was administered in the spring, 1976 (pre) and again in the spring, 1977(post). Therefore, the score comparison is based on a time frame over twice as long as the other data. The pre and post test by instrument were analyzed using a T-test by the difference method for equal groups.

Four observations appear pertinent to Tables XVII and XVIII.

1. There was a significant gain in achievement. Both hypotheses were proved.
2. Both the experimental and control groups made gains at the .01 level of significance on all tests with the one exception being the performance of the experimental group on mathematics.
3. The means, both pre and post, as a rule are higher for the control group than for the experimental group.
4. There appears to be an error in randomization of the sample.

TABLE XVII

SRA Assessment Survey Mean Differences

Variable	Pretest mean	Posttest mean	D	T
Composite	9.26	12.27	3.01	8.64*
Reading	8.92	11.55	2.63	9.49*
Language Arts	9.92	12.74	2.82	6.31*
Mathematics	8.82	11.06	2.24	4.76*

*Significant. T=6.65 required for significance at the .01 level.

TABLE XVIII

SRA Assessment Survey Mean Differences

for Experimental and Control Groups

Variable	Control				Experimental			
	Pretest mean	Posttest mean	D	T	Pretest mean	Posttest mean	D	T
Composite	10.04	12.99	2.95	5.58*	8.42	11.50	3.08	6.72*
Reading	9.67	11.69	2.02	6.01*	8.11	11.40	3.29	7.80*
Language Arts	11.00	13.33	2.33	3.29*	8.76	12.10	3.34	6.33*
Mathematics	9.01	11.84	2.83	4.12*	8.61	10.23	1.62	2.55

*Significant. T=6.65 required for significance at the .01 level.

Process Summary

Fifteen process objectives were identified at the beginning of the program.

Process Objective 1. To prepare a work flow chart and an activity checklist.

Process Objective 2. To establish a cooperative school-community relationship.

Process Objective 3. To publicize program to students, teachers and community.

Process Objective 4. To develop approaches in terms of the ARC element to increase academic proficiency of students in English and mathematics. (The ARC approach will parallel the RBS model)

Process Objective 5. To develop avenues for providing a broad information base about the cognitive and affective dimensions of careers to students.

Process Objective 6. To develop methods for increasing decision-making skills of students.

Process Objective 7. To recruit students and to identify the other resources required for the successful implementation of the program elements.

Process Objective 8. To develop and initiate instructional activities which integrates experiential learning and/or career development and provides support for student learning activities in the community.

Process Objective 9. To supervise the operation and continuing development of the components in each major element -- Career Development, Life Skills and ARC.

Process Objective 10. To establish scheduled group guidance sessions to work with decision-making skills.

Process Objective 11. At the conclusion of the project, at least 90 per cent of the parents of participating students will express a positive attitude toward the EBCE program and school system.

Process Objective 12. At the conclusion of the project year, at least 75 per cent of the employer participants in the program will express endorsement of the EBCE project and its concept.

Process Objective 13. At the conclusion of the project year, at least 90 per cent of the faculty in the participating school(s) will express a positive attitude toward the EBCE program.

Process Objective 14. To establish a procedure and concurrent monitoring process in an effort to remove all traces of sex bias and role stereotyping from participant selection, data gathering instruments, instructional materials and work assignments and experiences.

Process Objective 15. To establish a procedure for assigning participating students to the resource community.

Positive progress was made in the completion of processes necessary for a successful program. The responses to the inventory used in connection with Objectives 11, 12 and 13 were most favorable. Eighteen teachers, twenty-one site coordinators and nineteen parents responded.

Each respondent had an opportunity to strongly agree or agree with each of the twenty-four items. Of the site coordinators, forty-three per cent of their responses strongly agreed and thirty-nine per cent expressed agreement. The parents responded strongly agree 212 times for forty-seven per cent and forty-one per cent agreements.

The teachers expressed only a thirty-two per cent level of strongly agree responses but a forty-seven per cent agree response. The presentation of the data as it relates to possible responses is probably not as dynamic as other methods of presentation. It does, however, adjust the data for the small sampling and, i· this

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instance, suggests acceptance of the stimulus statements. A copy of the instrument is presented as Appendix C.

VII. SUMMARY AND RECOMMENDATIONS

This report has presented findings of the third party evaluator from the 1976-77 Experience Based Career Education Program and described the procedures utilized in the evaluation. This concluding section briefly summarizes the report content and discusses the recommendations derived from the 1976-77 evaluation results.

Over the past few years Research for Better Schools, Inc. has developed a prototype Career Education Model. The EBCE project in the St. Charles Parish Schools is an adaptation of the RBS model. The evaluation has, also, followed the evaluation model developed by RBS and used some of their instruments as well as their consultative services.

The EBCE program provides secondary school students with cognitive skills, career experiences and personal perspectives which aid in the selection and pursuit of adult life goals. Three components are employed to achieve the program goals: Career Guidance, Career Development and the Academic Resource Center. Students participated in activities conducted at the sites of various community resources and at Destrehan High School.

One experimental and one control group was selected from the common pool of applicants for participation in the program for random selection.

The composition of these student groups was analyzed with regard to a series of demographic, aspirational and achievement characteristics. Approximately sixty-five per cent of the students were in the tenth grade and thirty-five per cent in the eleventh grade. Sixty per cent of the participants were females and a corresponding percentage(60) were white.

The two most popular reasons for applying for participation in the EBCE Program were to "receive counseling about what to do after finishing high school" and to "find out about careers."

Students depicted most parents as having some high school training or a high school diploma. The majority of fathers were indicated to be skilled or semi-skilled workers. The largest group of mothers were in the homemaker category. Regarding the students, themselves, most plan to graduate from high school. After that, most anticipated full-time employment(40%) and attendance at a four year college(23%). The occupational plans of the students were quite varied. In general, the occupational plans indicated by students exceeded the ambitions reportedly realized by their parents.

In terms of academic achievement, as measured by standardized tests of skills, performance is somewhat below the desirable levels as they are expressed by national norms. When compared locally EBCE participants largely consisted of superior students.

The dropout rate among both the experimental and control

students was consistently lower than the state's rate.

In the analyses of student effects, a series of instruments on a pretest - posttest schedule were administered in order to measure student performance. The instruments were as follows:

1. Self-Directed Interest Inventory(SDII)
2. Student Attitude Survey(SAS)
3. SRA Assessment Survey(SRA)
4. Career Maturity Inventory(CMI)

An additional instrument, the Student Demographic Data Questionnaire(SDQ) was given once to gather demographic background and personal planning information.

The instruments provided student performance scores related to the three areas of program emphasis: Career Skills, Life Skills and Basic Skills. Within each of these areas, hypotheses were constructed regarding growth over the project period - January 20/May 18 - within the experimental groups and comparative performance levels at the end of the year between the experimental and control groups. The hypotheses were as follows:

Career Development(Career Skills)

1. Experimental(E) students will acquire increased mastery in career knowledge.

2. Experimental students will acquire significantly greater mastery in career knowledge than control(C) students in a traditional high school.

3. Experimental students will acquire increased maturity in career planning.

4. Experimental students will acquire significantly greater maturity in career planning than control students in a traditional high school.

Career Guidance(Life Skills)

1. Experimental students will exhibit growth in positive attitudes toward self.

2. Experimental students will develop significantly more positive attitudes toward self than control students in a traditional high school.

3. Experimental students will acquire growth in positive attitudes toward school and this program.

4. Experimental students will develop significantly more positive attitudes toward school and this program than control students in a traditional high school.

Academic Resource Center(Basic Skills)

1. Experimental students will satisfactorily achieve in the basic academic skills of reading and mathematics.

2. Experimental students will acquire mastery in the basic academic skills of at least as high a level as control students in a traditional high school.

Within each major area of intended program effect, there were two categories of hypotheses. One treated gains within the experimental group and the other was concerned with the performance of the experimental group relative to the control group.

The EBCE program hypothesized student effects in the areas of Career Skills, Life Skills and Basic Skills. Altogether, ten hypotheses were tested using the test data obtained from the instruments mentioned on another page.

In Career Maturity there was no evidence of significant development when the performance of the experimental group was compared to the control group. These results do not support program effectiveness in the career knowledge or career maturity components of the program.

The Life Skills area was represented by hypothesized development in attitudes toward learning environments and in self-concept. The analysis of covariance provided some support in this area. "Others concept" appears to be positively influenced by participation in the EBCE program.

The Basic Skills area was tested using portions of a standardized achievement battery. Again, growth within the experimental groups and comparative experimental-control development were hypothesized. The hypotheses were proven. A review of the means indicates that on both the pre and post tests the control group exceeded the experimental group.

A series of recommendations was derived from the monitoring process and the results of the 1976-77 EBCE evaluation. The recommendations are of equal importance and are not presented according to any perceived priority.

Recommendation 1. Establish a program of required pre-enrollment sessions. Two elements to be included could be the completion of the evaluation pre-test battery and participation in program activity selection sessions.

Recommendation 2. Review the adequacy of recruitment procedures and information. This review should include the feasibility of developing a continuous recruitment program as opposed to a more limited approach. Also, steps should be taken to assure that the promises made during recruitment are matched by implementation of the planned program.

Recommendation 3. Continue to encourage the use of randomized group design. The SRA Assessment Survey suggests that administrative difficulties were involved. Control group participation offers the opportunity for superior individual counseling relative to Career and Life Skills. This should be emphasized and implemented.

Recommendation 4. The interrelatedness of the three components should be thoroughly understood by the entire staff. The program should be globally monitored to assure progress in this director. Hopefully, this will be a contributing factor to improved evaluation data.

Recommendation 5. Program procedures and materials should be reviewed to assess the adequacy of the Career and Life Skills approaches. In view of student change in these areas, with the exception of "others concept", the need for revision is, perhaps, suggested. Particularly is this true when one compares the material in Appendix A and Appendix B with test performance.

Recommendation 6. Program procedures and materials should be reviewed to assess the adequacy of basic skills presentation. Although students in the program gained in all areas except mathematics, their performance areas were not superior to those evidenced by control students. Any suspected problems related to basic skills presentation should be investigated and a plan to solve them should be developed.

Recommendation 7. As the program expands to two schools, care must be taken to avoid a fragmented effort. A careful monitoring process will be required.

Recommendation 8. Process objectives should be reviewed and present accountability processes evaluated with the view to developing a complete record keeping system.

APPENDIX A

INTERVIEW WITH STUDENTS

TRANSCRIBED FROM CASSETTE TAPE

EBCE - INTERVIEWS WITH 1976-77 STUDENTS

STUDENTS

Brent Turley
Mike Charles
Carla Charles
Ouida Cockerham
Sheila Bergeron

INTERVIEWER

Dr. W. L. Bergeron - Third Party Evaluator

SIDE 1

W.B. - I'm Will Bergeron. I visited with you several times last year and I think all of you were in the program last year, right? Last Spring we made a visit and talked with several students. Were any of you in that group?

S - Yes

W.B. - Now, I was so impressed with what you young folks had to say about the program last year in that meeting that I wanted to call a group of you together to talk with you again about the program. This has nothing to do with your grades. I just want you to think about your part in the EBCE program last year and I'm going to read to you about five or six questions. In a minute or two I'm going to give you time to think about them, then we'll talk about them, o.k.?

- Let's start over here with Sheila. Tell us your name and a little bit about what you did last year, o.k.?

S - My name is Sheila. I went to the grain elevator, Shell Oil, Shell Chemicals, Farmers' Export. We went on ships; they served us food on the ship. It was interesting and Shell Oil was fine, too.

W.B. - O.K., how about you, young man?

S - My name is Mike. I visited Union Carbide. Then I went to Norco Primary School to teach some little students. I also went to the bank.

S - My name is Brent Turley. Last year I looked for places - job sites where I could go that dealth with electronics, and I tried to arrange to visit several of the sites.

W.B. - So you decided in this exploration on places you might go. Were you able to find anything in this area on electronics?

S - Yes, I went places that at first I didn't think would be electronics--the levee board. I went to Union Carbide, too. They let me operate some of the instruments.

W.B. - Good.

S - My name is Carla. I went to Union Carbide in the olefin section and the Norco Elementary 5th grade. I went to the Aviation Board, and I saw the radar room, went up to the tower. They let me talk to the planes and they gave me a tour of the facility.

W.B. - Good. That's what I needed to know.

S - My name is Ouida. I went to New Sarpy to help with physical education; I went to Union Carbide and they showed us the different plants; I went to Hooker to observe different kinds of job sites--key puncher, etc.

W.B. - That's real fine. Now, let me read to you these five or six questions. Just to think about, o.k.? Then, I'll let you answer them more or less as you want to, all right?

1) What is EBCE?
2) What do you think EBCE has done for you?
3) Name some things you'd like to see changed in EBCE.
4) Name some of the BEST things about EBCE that you like and would like to see continued.
5) What have you learned from your experience on the job sites?
6) What have you learned about jobs and careers, and is it helping you to make up your mind in some direction you may want to go in some day?

First of all, how would you define EBCE? What does it really mean to you? If I asked you what arithmetic was you could tell me, right? If I asked what your English class was you could tell me that; if I asked what your P.E. class was you could tell me, so really I'm just asking you the same question, what is EBCE?

S - EBCE is different. It is different from anything we ever had.

W.B. - Why is it different?

S - It shows you jobs.
- It shows you careers.
- You get to go out instead of just staying in a classroom.
- You see actual things, what's happening out there in the world instead of sitting in a classroom and talking about it.
- It gives you a better view on life and it gives us a headstart. Kids that are not in EBCE think it's just fun when you can go out all day, but it gives you a better attitude toward working. You're undecided about what to do with your life. It gives you a better view on life. You might want a job now because you experienced it already, you know you like it, it's fun, it's interesting, too. It makes you want to do.

W.B. - Great. Anything else you want to say about it? Any ideas.

S - It helps you find a field you want to go into because you are going out seeing different types of jobs, different types of people, meeting more and more people, and people that you may meet when you go out looking for a job.

W.B. - It always helps to know people.

S - Most important about EBCE is that it changes your idea about working--your feelings about working. Maybe you didn't want to work, maybe you just wanted to hang around and let somebody else work for you, but that's all changed.

W.B. - You think EBCE helped you get your summer job?

S - Yeah

W.B. - That's great. That's one thing EBCE has done for you--given you work for the summer. Anything else EBCE has done for you--helped you change your value system, perhaps. Another think it's done is helped you meet people and know people and this is worth a lot as time goes on.

S - Before I got in EBCE I thought work was a pain in the neck. Just going to work, the same routine, day-after-day. And after going to Union Carbide, I saw how people come to work and enjoy it because they don't do the same thing everyday. They have different things to do. I could learn to like it, too.

W.B. - Are you more excited about coming to school now than you used to be?

S - Sure

W.B. - Third question - Name some things you'd like to see changed in EBCE.

S - Just one think. My math class. I'd like that changed because I go to math and most of the time I have a hard time. You just go sit in there and work at your own speed. I'm in Algebra II, have been for two years. I just don't like it. The more I advance, the harder it gets. I need a teacher to explain it to me. With everybody else in the class on different things, it's harder to learn.

S - That's your problem. You are supposed to have enough courage to get up and go to the teacher and ask him when you have a problem to explain it to you. You can't wait for him to come to you because everybody is working at his own pace.

S - I do to him, but other people have to go to him, too. I can't stay with him all day. So if the class was all at one place working at one pace, it would be much better.

S - Maybe there could be another teacher so they could move around.

S - Flexible, yeah.

W.B. - Any other changes you'd like to see? Do you mean it's too hard for him to get around to everyone in the class? The class is too large? In a smaller class could he get to you better?

S - No, I don't think that would help because everybody would still be working at their own speed.

W.B. - If you had to identify the one best think about EBCE what would it be?

S - Learning about different jobs--going out everyday learning something new. Even if it is just learning how to put a paper together, it is learning.

S - I agree with Carla. Going out on jobs.

S - Yeah, taking pictures of people we're with.

W.B. - Anything else you have learned from your experience on the job site? One of you mentioned you went to the grain elevator. I don't know a thing about grain elevators. Take a minute or two so that next time I meet with you, I'll know something about grain elevators. Tell me what you've learned.

S - How they store grain, take it off trains, put it on ships.

W.B. - Do they grade the grain by hand? Just take a bucketful of it . . .?

S - Well, they put it through this grader and pour it in a bucket and weigh it. The parts that are broken, they take out and weigh that separately, and then with whole grain to see how much to make it level.

W.B. - Do you remember about a year or two ago about the so-called grain scandals?

S - No

W.B. - Can you better understand how you might have a problem with weighing grain and what is in the grain that you are shipping overseas from being at the grain elevator?

S - I went to the grain elevator, too. Grain when they weigh it has stuff called foreign matter, rocks and stuff. That and grain are weighed all together, but when you ship it you have to separate it.

SIDE II

W.B. - You went to Union Carbide. Do you have any idea how many people work at Union Carbide?

S - No, but it's a big place.

W.B. - Was there any place they wouldn't let you go at Union Carbide?

S - Yes sir, certain places you couldn't go.

W.B. - O.K., now why?

S - Because, they have chemicals that get on you, and they would have to take you to the hospital if anything happened to you.

W.B. - Right. O.K., let's see, what did you find that was electronically- that the Levee Board used electronical equipment?

S - Radios, the most important thing was their radios.

W.B. - In other words they do more at the Levee Board than turn on and off the water?

S - Right! The Pontchartrain Levee Board, they're the ones, the cops like. They patrol the levee.

W.B. - O.K. and the radio is electronic equipment. Is there anyway you can control the static on their two-way radios?

S - Distance

W.B. - And what distance will their radio pick-up? Roughly, do you remember?

S - About (garbled response)

W.B. - Did you ever operate the radio?

S - Oh, yes. I did.

W.B. - How did you like it?

S - Well, I liked it alright when I was talking but when I heard my voice change differently on the other side, well, it was peculiar. It was all right.

W.B. - One place you went was Norco Elementary, right? What did you do at Norco Elementary?

S - I was teaching. Well, I had the class for one day by myself because the teacher was absent on the day I was going to the job site. They gave me the chance to have the class by myself the whole day. I kept them pretty good. They did what they had to do and they minded good. At their activity period, we played. I played all kinds of games with them. And I took them outside. They listened very well. They didn't want me leaving when I had to go.

W.B. - Do you want to teach school after your experience at Norco?

S - No, I don't have an interest to be a teacher. The interest that I had was at the Aviation Board.

W.B. - What did you learn? Now you said you. . .How do you measure, or did they tell you anything about this? What does the Aviation Board do?

S - O.K. The Aviation Board is mostly communication because it tells you about airplanes. You have to be highly educated in the field of aviation. The better your education, the better your chance of getting a job. You have to know what you are talking about. They have a radar room. It's a big room and it is dark and they have all the lights off. They have this big screen and it is a radarscope. Each man has his own radarscope. Each man has certain planes he talks to, and he gives them directions. You have to know how far to keep the planes apart and each different direction you have them going. Today you might be in the radar room; the next day you might go up to the tower. Up in the tower they have a little bitty radar screen and you stand in the tower talking to the planes, telling them where to go and things like that. Every time you say something to the planes you have this little tab slip you write out the number of the plane, where it is going,where it is coming from, what time it arrived. You put DC 10 National, National DC10. You just abbreviate it out, you don't spell it all the way out. They use a lot of abbreviations in the aviation field.

W.B. - I've seen a little black colored mirror or window-like sometimes and all of a sudden I've seen this little gold or silver colored line that's on it. What is that?

S - A dark colored window?

W.B. - Yes, you know. I've seen them different sizes like a t.v. screen without the light on.

S - Right.

W.B. - All of a sudden I've seen a line coming across there.

S - That's a radarscope. They have all kinds of little lines on a radarscope. It represents a plane, the little bitty lines represent a plane.

W.B. - I noticed on this one, the last one I saw, though there's a whole straight line, but then all of a sudden I saw a lot of lighted area around it. What do you think that was? Did that mean anything?

S - I didn't see that, unless you are talking about the weather.

W.B. - The weather, that's what I'm talking about. Going through a thunder storm. That is real fine.

- O.K., now, let's see, you went to Elementary school, too, didn't you?

S - Yes, New Sarpy.

W.B. - New Sarpy. How'd you like it? What did you learn about?

S - I liked it because we played soft ball, kick ball, all sports. It was fun.

W.B. - Do you want to be a teacher?

S - Yes.

W.B. - Did you before you went?

S - No.

W.B. - You do now, though?

S - Sort of.

W.B. - Let me ask the next question. Are there some things you've learned that you do not want to do?

S - Occasionally I come across some.

S - All the sites are interesting.

W.B. - I just have one more question and then we'll stop. Are you a better person because you participated in EBCE?

S - Yes (Group response)

W.B. - You think you like school more?

S - Yes

W.B. - Those are the main questions I wanted to ask you and I appreciate it. Is there anything you want to ask me?

S - Yes, what do you do?

W.B. - My role in this project is just to keep coming in and just see how the project is moving along. That's it. That is really all it is. I've visited some of the places where you were last year. I've been to the grain place, some of the schools, Union Carbide. I haven't been to the Levee Board and I haven't been to the airport in connection with this project, but that's what it is, and that is part of what I do--just go out and take a look and see what is going on in the project. It's not a matter of grading, that's not what I do, it is simply a matter of looking and seeing and making sure that everyone is pretty well satisfied with what is going on. I think you have, first of all, a good project here, but secondly, I'll tell you that I'm real proud of each of you as individuals from having seen you last year and even though I may not have seen you as a person, I saw some other people in your classes and I think the world of you. I never cease to be amazed when I come by (and I used to come about once a month), maybe I just hit the right days, but how attentive most of you are in your classes. How attentive you were last year when I came by in your classrooms. I'll tell you this if

W.B. - you haven't heard it already, the site people think the world of you and they'll do whatever they can for each and every one of you, because they have said so. I visited with them a good bit last year. So that's basically what I do in connection with this project, just sort of, you might say, I'm sort of a monitor of sort of a timekeeper or something like that.

S - What happens if this course gets dropped? I mean, like if it starts to fail?

W.B. - First of all, of course, is that it is not going to fail.

S - Like if we don't learn anything in our classes, don't like to go out on site, would you cancel it out or something?

W.B. - Oh, I couldn't do that, no, uh-uh. I think the way it is, of course, now it's funded with special money and it will be funded or paid for, you might say, for three years out of special money. After that the St. Charles Parish School Board will take it over and pay for it then. I think the more people know about it; the more it's going to appeal to them. So, I think it's going to be, as time goes on, one of the strongest programs that you have in St. Charles Parish.
Sure do appreciate it. Good to see all of you and I'll see you on the next trip. Thanks a lot.

APPENDIX B

A Typical Student Journal

To begin with, I would like to tell you that this program has more advantages than disadvantages. There are advantages such as being able to go out into the community and learn about jobs as well as meeting people and planning a future. Another advantage is that our English and mathematics programs, under EBCE, are not specialized programs. There is a lot of freedom in what we are doing. It is a real good experience though to be able to really do something in school which is unique and not just reading and writing. We still have rules to go by, but they are not as strict as they could make them.

A disadvantage is that you may choose a certain place to go as an exploration site and not be able to go. Everything is done as it comes up, so really it is not their fault. They try their best. Another disadvantage is that there is not more than one day out of a week that we can go out into the community. I really enjoy going to the job sites and I think it would be extra nice if we could go out more. I am glad that we have the opportunity to go once a week. The people I have met at the job sites have been terrific. They make you feel like you are a big part of the job.

In my cluster for this six weeks, I am learning the characteristics of a teacher and this has really been a good experience. I have seen how some children act and what teachers in kindergarten and first grade have to put up with. They have so much patience.

As I ask myself "Will I ever be a teacher?", I wonder. When I compare the patience the teachers have with those children and the patience I have, I just do not know.

APPENDIX C

EBCE Attitude Inventory

The St. Charles Parish Public Schools have been developing and implementing an Experience-Based Career Education(EBCE) program since October, 1976. We request your cooperation in filling out this questionnaire regarding your opinions about EBCE. No attempt will be made to identify the answers of any individual. Upon completion of this questionnaire, please return it to the EBCE center at Destrehan High School.

Please circle your response to each question using the following choices: SA (strongly agree); A (agree); ? (undecided); D (disagree); SD (strongly disagree). Space was provided for responses as indicated - SA A ? D SD.

1. EBCE provides a means for students to test tentative career interests through direct experiences with adults in the community.

2. EBCE is a positive improvement in education embracing learning at all levels.

3. Business and industry have been invited to cooperate in planning and implementing EBCE.

4. EBCE provides for career preparation and planning for students.

5. EBCE may be an answer to high youth unemployment rates.

6. EBCE enhances positive student attitudes toward school and the world of work.

7. EBCE should be a part of the academic school system.

8. EBCE helps students clarify and/or redirect career goals.

9. EBCE is as beneficial for the college-bound student as it is for the non-college-bound student.

10. EBCE enhances social development through interaction with adults.

11. EBCE is a means to bridge the gap between study and experience, between the classroom and the community.

12. EBCE should not be offered only to study who have trouble learning in school

13. EBCE helps create an awareness of many career opportunities available in the world of work.

14. Learning should be expanded from the classroom to the community.

15. EBCE has been publicized adequately to provide an understanding of the total program.

16. EBCE offers students a means to establish personal goals.

17. Students who plan to go to college should not be discouraged from enrolling in EBCE.

18. EBCE and vocational education are not the same thing.

19. The purpose and value of EBCE are sufficiently understood.

20. EBCE students are enthusiastic about the program.

21. An EBCE monthly newsletter would keep people better informed about the program.

22. Job-ready youths are a productive asset to the community.

23. EBCE combines learning activities in and outside the school to form a balanced and comprehensive program for instruction.

24. EBCE is the beginning of a new phase of education.

TABLE I
CAREER DEVELOPMENT CLUSTERS

HAHNVILLE HIGH SCHOOL

Cluster	Code
Agriculture & Natural Resources	EBCE-CD-01
Business & Office	EBCE-CD-02
Communications & Media	EBCE-CD-03
Construction	EBCE-CD-04
Consumer & Homemaking	EBCE-CD-05
Environment	EBCE-CD-06
Fine Arts & Humanities	EBCE-CD-07
Health	EBCE-CD-08
Manufacturing	EBCE-CD-09
Marine Science	EBCE-CD-10
Marketing & Distribution	EBCE-CD-11
Personal Service	EBCE-CD-12
Public Service	EBCE-CD-13
Recreation & Hospitality	EBCE-CD-14
Transportation	EBCE-CD-15

TABLE 2
LIST OF LARGER SITES

HAHNVILLE HIGH SCHOOL

Cluster	Career Development Site	Code
01	Farmers Export Company	01-1
	Martin's Garden Center and Landscape Company	01-2
02	American Bank	02-1
	Bank of St. Charles	02-2
	First National Bank of St. Charles	02-3
	River Parishes Maintenance	02-4
	St. Charles Natural Gas	02-5
	St. Charles Parish Clerk of Court	02-6
03	River Parishes Guide	03-1
	St. Charles Parish Library	03-2
04	Boh Brothers' Construction Co., Inc.	04-1
	Massman-Johnson	04-2
	Rittiner Engineering	04-3
05	Louisiana Cooperative Extension Service	05-1
	Luling House of Flowers	05-2
06	Louisiana Wildlife and Fisheries Commission	06-1
	St. Charles Parish Waterworks, District No. 2	06-2
07	Allemands Elementary School	07-1
	Hahnville Elementary School	07-2
	Hahnville Junior High School	07-3
	J. B. Martin Junior High School	07-4
	Killona Elementary School	07-5
	Luling Elementary School	07-6

Cluster	Career Development Site	Code
	Mimosa Park Elementary School	07-7
	R. J. Vial Middle School	07-8
	St. Charles Special Education Center	07-9
03	Dr. T. W. Jones	08-1
	Dr. P. L. Glaser	08-2
	Dr. C. J. Scarpero	08-3
	Luling Drug	08-4
	Luling Nursing Home	08-5
	Mooring Chiropractic Clinic	08-6
	St. Charles Hospital	08-7
	St. Charles Parish Vision Clinic	08-8
09	Monsanto Company	09-1
	Union Carbide	09-2
10	Sampey Seafood Company	10-1
	Theriots' Marine	10-2
11	Boutte Ace Lumber	11-1
	DeJean's Store	11-2
	Fisher Furniture Company	11-3
	Gibson Discount	11-4
	Hollimon's Grocery: No. 4	11-5
	Majoria's Food Center	11-6
	Price's Furniture and Appliance	11-7
	Richard's Department Store	11-8
	Riverside Supermarket	11-9
	T. G. & Y.	11-10
	West Department Store	11-11

Cluster	Career Development Site	Code
12	Madere's Garage	12-1
13	St. Charles Parish Sheriff's Department	13-1
14	Simoneaux's Ponds	14-1
	Willowdale Country Club	14-2
15	River Ways Harbor Service	15-1

TABLE 3
LIST OF CAREER SITES AND CLUSTERS

DESTREHAN HIGH SCHOOL

Code	Cluster	Site
01	Agriculture & Natural Resources	(A) Potterosa Stables - 3
		(B) Riverlands Animal Hospital - 2
		(C) Zahn's Florist - 2
		(D) St. Charles Grain Elevator - 2-3
02	Business & Office	(A) Alkin Office Supply - 2
		(B) American Bank - 2-3
		(C) Bank of St. Charles - 2-3
		(D) E.I. DuPont - 1-2
		(E) La. Power & Light - 1-2
		(F) Norco Gas & Fuel - 1
		(G) Shell Manufacturing - 2
03	Communications & Media	(A) L'Observateur - 2-3
		(B) St. Charles Herald - 2
		(C) WCKW Radio Station - 3-4
04	Construction	(A) Fremin-Smith - 3-4
		(B) Mobile Buildings, Inc. - 2-4
05	Consumer & Homemaking	(A) Ramada Inn - 3
		(B) Host International - 2-4
		(C) Joyce Arts & Crafts - 1
06	Environment	(A) E.I. DuPont - 1
		(B) Shell Manufacturing - 2
07	Fine Arts & Humanities	(A) Good Hope Elementary - 2-3
		(B) Joan's Day Care Center - 3-4

Code	Cluster	Site
07	Fine Arts & Humanities	(C) Norco Elementary - 2-5
		(D) Norco Primary - 2-5
		(E) St. Rose Middle - 2-5
		(F) St. Rose Primary - 2-3
		(G) New Sarpy School - 2-5
08	Health	(A) E.I. DuPont - 1
		(B) Twin Oaks Nursing Home - 3-4
09	Manufacturing	(A) E.I. DuPont - 2-4
		(B) Laitram Corporation - 2-4
		(C) La. Power & Light - 4-8
		(D) Shell Manufacturing - 2
		(E) Trans-Match - 2-3
10	Marine Science	(A) Gnots - 3-4
11	Marketing & Distribution	(A) Adams Food Villa - 2
		(B) DuRocher Marine - 2
		(C) Loupes Supermarket - 2
		(D) Lousteau Ford - 1-3
		(E) 84 Lumber Co. - 2-3
		(F) McDonalds - 2
		(G) Migliores Ship Chandler - 1-3
		(H) Mikes Custom Cycle Shop - 2-4
		(I) National Supermarket - 1
		(J) New Orleans Mack Trucks - 1-2
		(K) Norco Co-Op - 2
		(L) Picks Auto Parts - 2
		(M) T. G. & Y. - 3-4
		(N) Gibsons - 3-4

Code	Cluster	Site
12	Personal Service	(A) Victor Bradley - 1-2
		(B) Innovations - 1-2
		(C) LaPlace Pet Shop - 2-3
		(D) Merle Norman Cosmetic - 1
		(E) Ralph Miller, Attorney - 1-2
13	Public Service	(A) City of Kenner - 4
		(B) Norco Gas & Fuel - 2-3
		(C) Pontchartrain Levee Board - 4
		(D) St. Charles Comm. Action Program
		(E) St. John Assessor's Office - 2
		(F) St. John Housing Authority - 3-4
		(G) St. John Library - 3-4
		(H) St. John Sheriff Office - 2
		(I) National Weather Service - 1
14	Recreation & Hospitality	(A) Destrehan Plantation - 4-6
		(B) Ramada Inn - 1
15	Transportation	(A) Federal Aviation Adm. - 1-4
		(B) La. Transit Co. - 2-3
		(C) Security Van Lines - 4
		(D) Texas International Airlines - 3

TABLE 4
ROSTER OF EBCE PARTICIPANTS BY RACE AND SEX

HAHNVILLE HIGH SCHOOL

		Race	Sex			Race	Sex
1.	Allen, Lorey	B	F	24.	Guice, Mike	W	M
2.	Avgikos, David	W	M	25.	Haley, Michael	W	M
3.	Beckendorf, Terri	W	F	26.	Horn, Thomas	W	M
4.	Becnel, Miriam	W	F	27.	Johnson, Andrew	W	M
5.	Bergeron, Cynthia	W	F	28.	Johnson, Nolan	B	M
6.	Berthelot, Gavin	W	M	29.	Keller, Bruce	W	M
7.	Boudreaux, Paul	W	M	30.	Lemoine, Lisa	W	F
8.	Bourque, Armond	W	M	31.	Loupe, Melanie	W	F
9.	Breaux, Rodney	W	M	32.	Madere, June	W	F
10.	Brown, Janet	W	F	33.	Mongrue, Alyce	W	F
11.	Brunner, William	W	M	34.	Murray, Rhonda	B	F
12.	Candies, Davlynn	W	F	35.	Petit, Craig	W	M
13.	Candies, Jerry	W	M	36.	Picard, Wendell	W	M
14.	Champagne, Gay	W	F	37.	Pierre, Sheila Marie	B	F
15.	Cortez, Louise	W	F	38.	Robert, Lori Ann	W	F
16.	Daigle, Keith	W	M	39.	Robert, Michael	W	M
17.	Davis, Susie	B	F	40.	Roberts, Greer	W	F
18.	Defresne, Diahann	W	F	41.	Robinson, Larry	B	M
19.	DeVillier, Michael	W	M	42.	Samaha, Darryl	W	M
20.	Dufrene, Donna	W	F	43.	Samuel, Tracy	B	F
21.	Dufresne, Steven	W	M	44.	Savoie, Ken	W	M
22.	Frieze, Robin Ann	W	F	45.	Schwierjohn, Jeannine	W	F
23.	Garrison, Joseph	W	M	46.	Strickland, Odile	B	F

		Race	Sex
47.	Sumlin, Nialynn	B	F
48.	Triche, Darlene	B	F
49.	Turner, Albertha	B	F
50.	Vicknair, Maria	W	F
51.	Washington, Nancy	B	F
52.	Webre, Anita	W	F
53.	White, Unice	B	F
54.	Williams, Laurie	B	F
55.	Williams, Sherry	B	F
56.	Williams, Sylvia	B	F
57.	Zeringue, Alaina	W	F
58.	Zeringue, Barry	W	M
59.	Zeringue, Sarah	W	F

TABLE 5
TABULATION OF EBCE STUDENTS BY RACE, SEX, AND GRADE

DESTREHAN HIGH SCHOOL

EBCE STUDENTS

10th Grade	11th Grade	12th Grade
WM - 11	WM - 7	WM - 7
BM - 6	BM - 7	BM - 6
WF - 23	WF - 12	WF - 5
BF - 19	BF - 10	BF - 7
59 Total	36 Total	25 Total

Total number of students in program - 120

TABLE 6
ROSTER OF EBCE STUDENTS

HAHNVILLE HIGH SCHOOL

EBCE STUDENTS FOR 1977-78

Agurcia, Doris
Alack, Janet
Alexander, Watsey
Arabie, Al
Armstrong, Lisa
Armstrong, Marion
Armstrong, Melicha
Augustine, Shelia
Austin, Rehena
Authement, Susan
Bennett, Gilbert
Bergeron, E.J.
Bergeron, Shelia
Bergeron, Monica
Berteau, Kerrilyn
Blue, Carla
Bourque, Chris
Boyd, Ronnie
Bridges, Lois
Brimmer, Harold
Brown, Orlanda
Brown, Veronica
Bullack, Shelia
Bynum, Raymond
Cambre, Susie
Campo, Kenneth
Cavalier, Rhonda
Charles, Carla
Charles, Mike
Cockerham, Debra
Cockerham, Oida
Courville, Sable
Dabney, Sheron
Dauzat, Donna
Denoux, Michael
Donaldson, Carla
Doughtey, Shirley
Douglas, Sharon
Dpuglas, Milton
Dufour, Alan
Falcon, Theresa
Falcon, Wanda
Fourcha, Deondra
Fourcha, Marie
Gilardi, Deannie
Granger, Emma
Guedry, Jeffery
Guedry, Ronny
Hebert, Julie
Hosner, Tim
Hotard, Patricia
Hymel, Debbie
Hymel, Jodie
Hymel, Tracy
Jackson, Kevin
Jarrow, Warren
Jenkins, Bridgette
Johnson, Melanie
Jones, Phyllis
Lawrence, Joseph
Lecour, Robert
Levandoske, Donna
Madere, Danny
Madere, Glenn
Marshall, Joseph
Martin, Mitchell

Martin, Todd
Mathis, Darlene
Maudit, Steve
McCauley, Sheri
McDonald, Gewndolyn
Meliet, Tammy
Miller, Brenda
Miller, Jeff
Morgan, Charles
Murray, Robin
Negrotto, Aileen
Nelson, Wendy
Noble, Stafford
Paul, Kirby
Pfister, Shelia
Pollard, Brian
Pollett, Roxanne
Prima, Elizabeth
Reese, Sahun
Richard, Sherry
Robinson, Cynthia
Robertson, Kim
Robertson, Linda
Rochelle, Celeste
Roussel, Faye
Roussel, Melissa
Rushing, Randy
Schexnaydre, Burt
Schexnaydre, Chris
Sikes, Eric
Smith, Craig
Smith, Graylin
Sterling, Myra
Stewart, Eddie
Taylor, Karl
Terrel, Charolette
Tooley, John
Troxler, Connie
Trahan, Kim
Trueman, Kaye
Turley, Brent
Victor, Jules
Victor, Paulette
Walker, Regina
Warren, Marcus
Washington, Dennis
Watkins, Angela
White, Joan
Williams, Dwornette
Williams, Ivy Hope
Wilson, Giselle
Wilson, Madeline
Yoes, Patrick
Zeringue, Michele